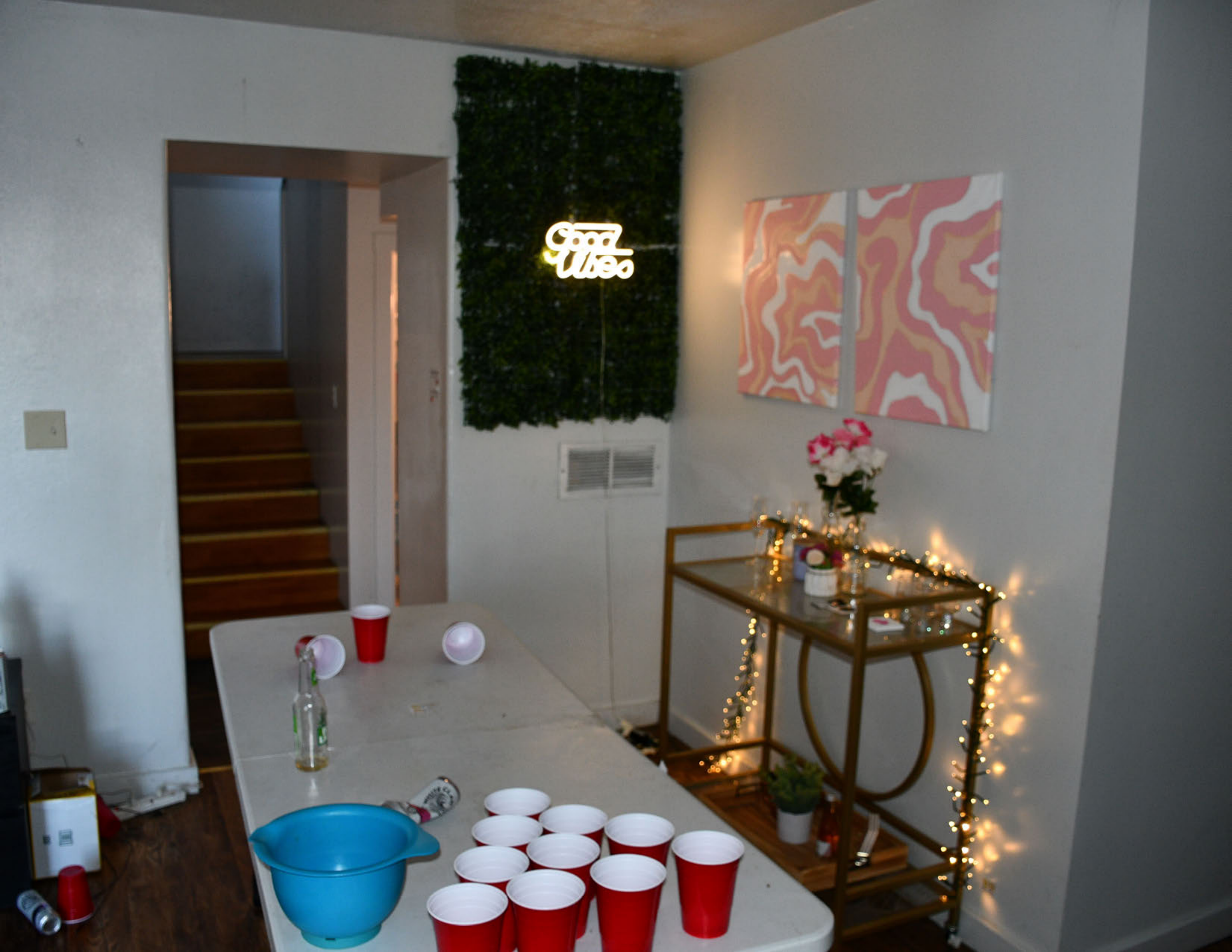
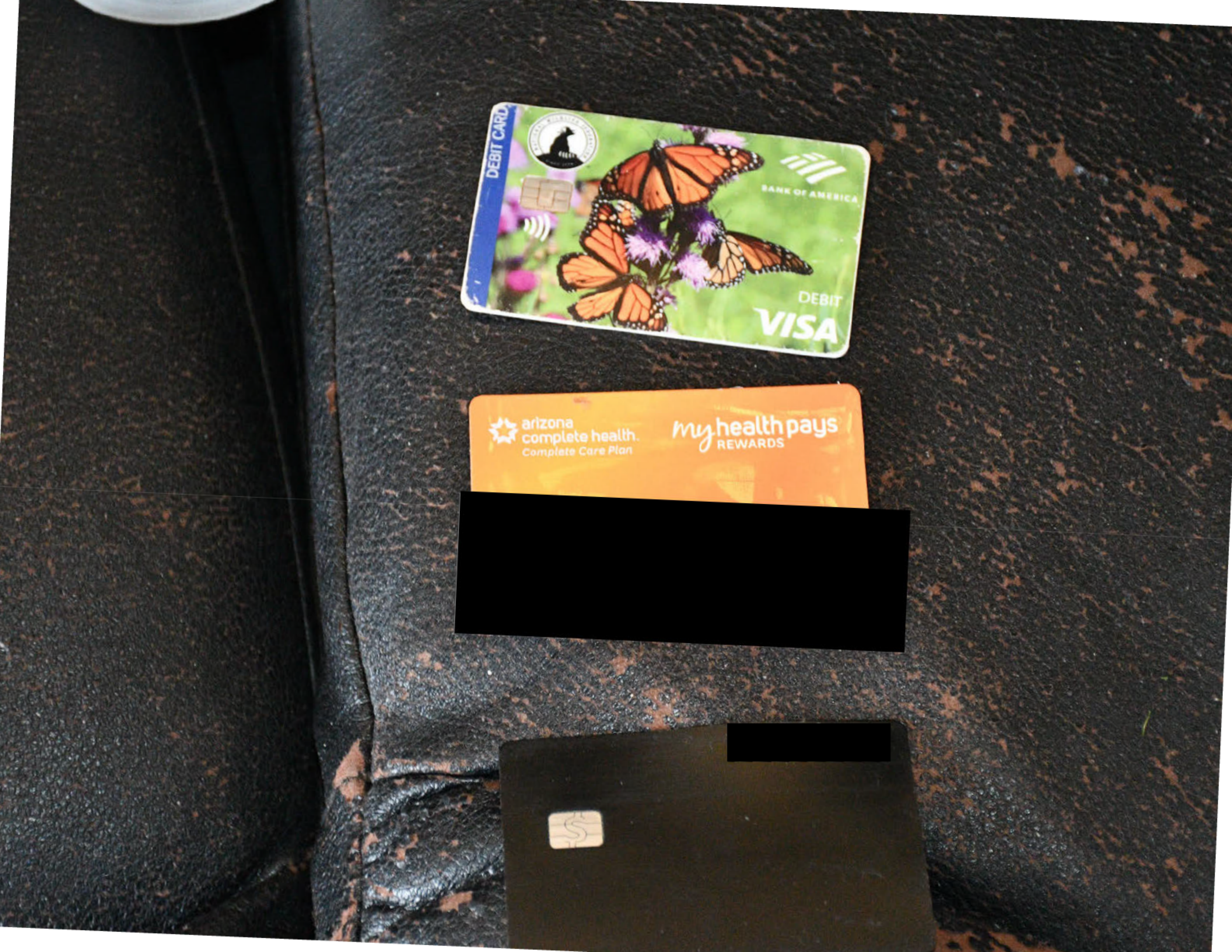
This Gathering Place
LEONAR
K

This Gathering Place
honors Dean Vettrus' dedicated lead volunteer
work in the Arboretum creation
and his 26 years
as director of the UI Student Union and ASUI,
and was made possible by Dean and his wife, Phyllis
2018

Gathering Place
n Vettrus' dedicated lead volunteer
k in the Arboretum creation
and his 26 years
of the UI Student Union and ASUI.
de possible by Dean and his wife, Phyllis
2018


Good Vibes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BANK OF AMERICA
DEBIT
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arizona
complete health.
Complete Care Plan
my health pays
REWARDS

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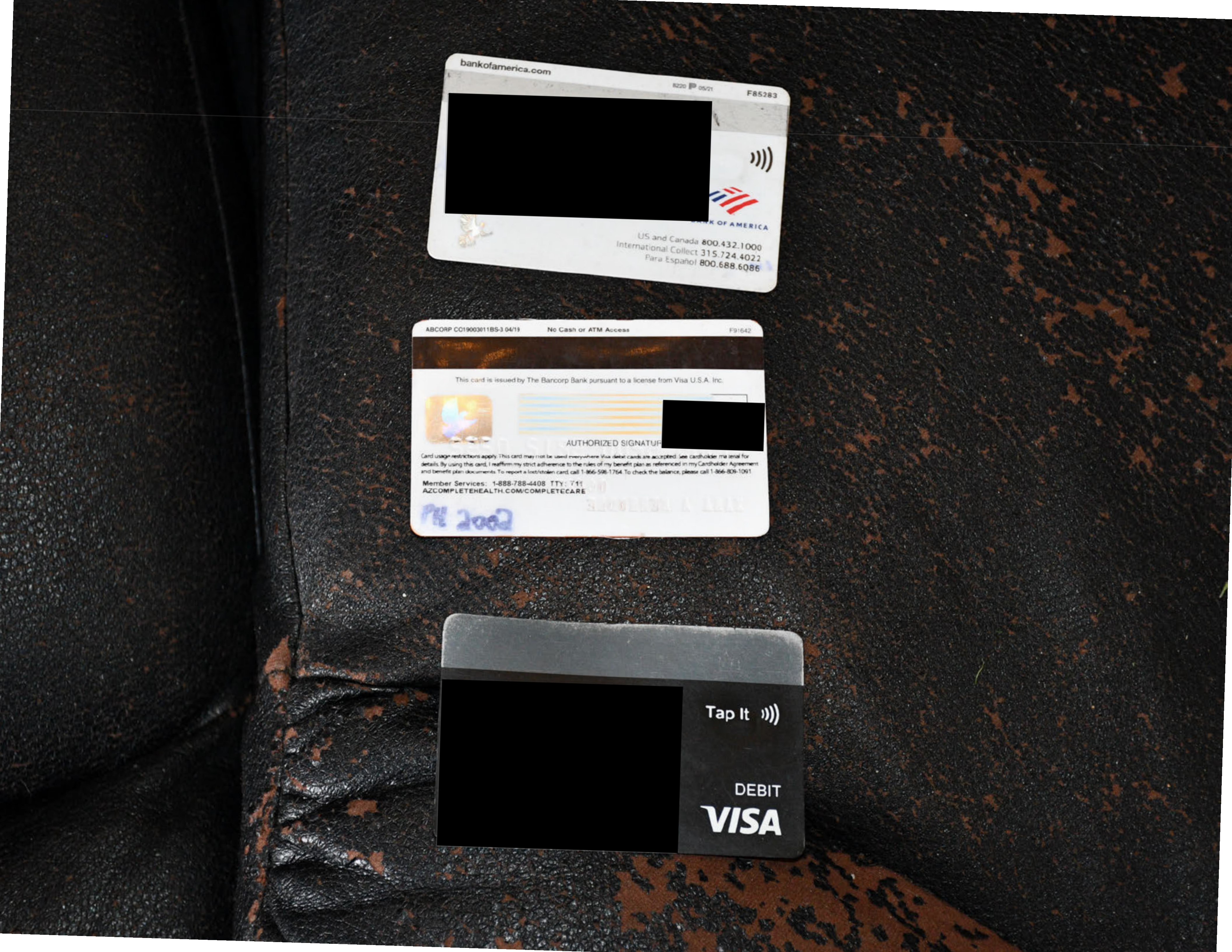

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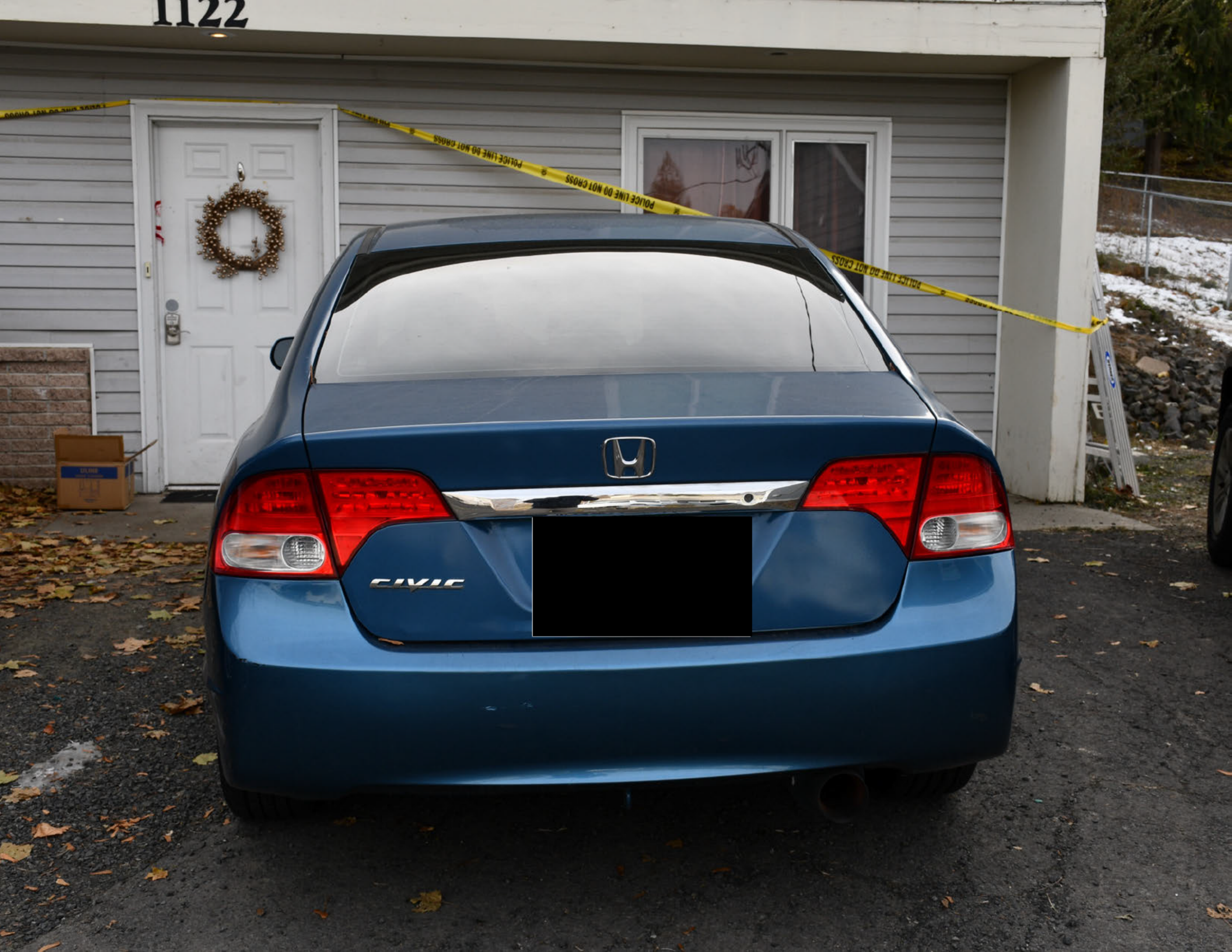
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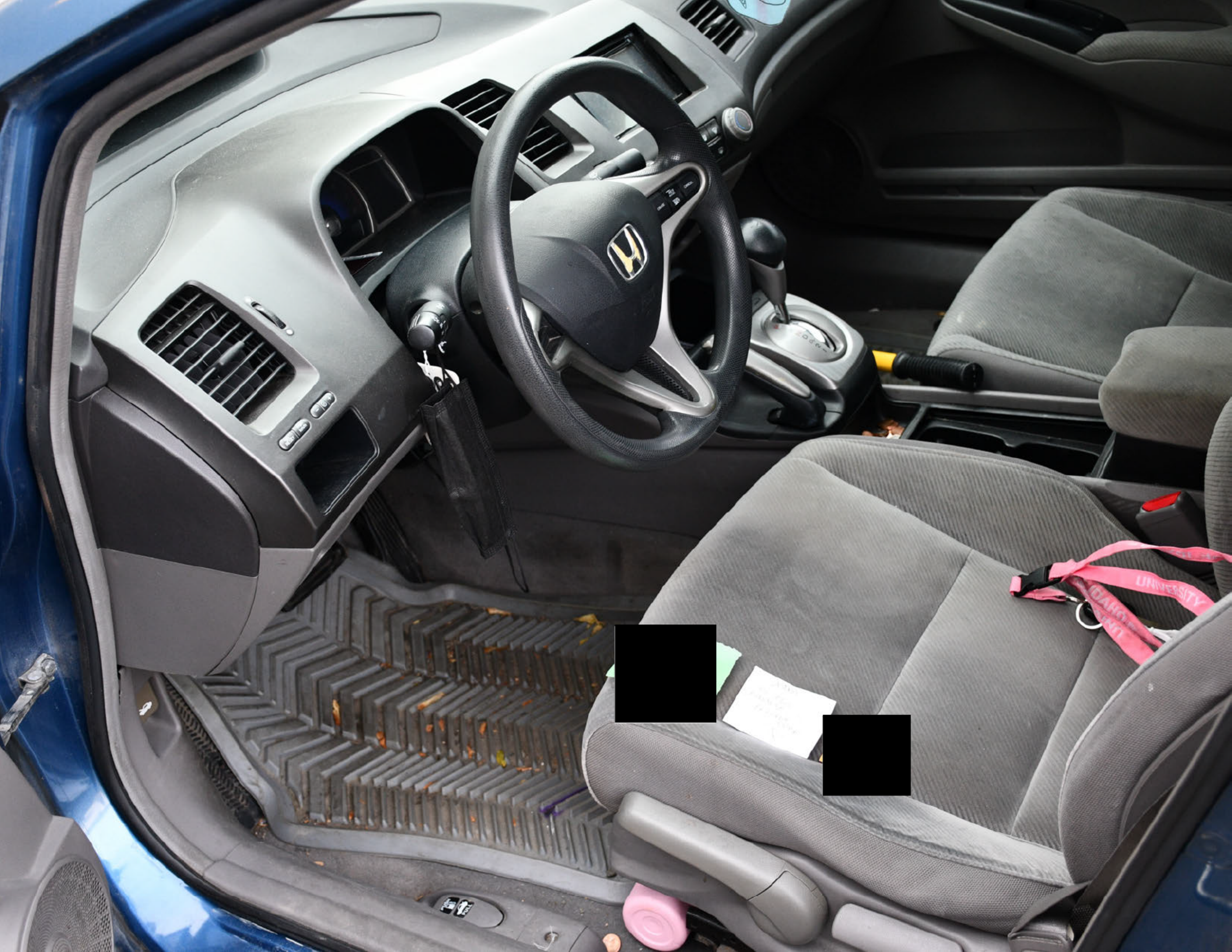

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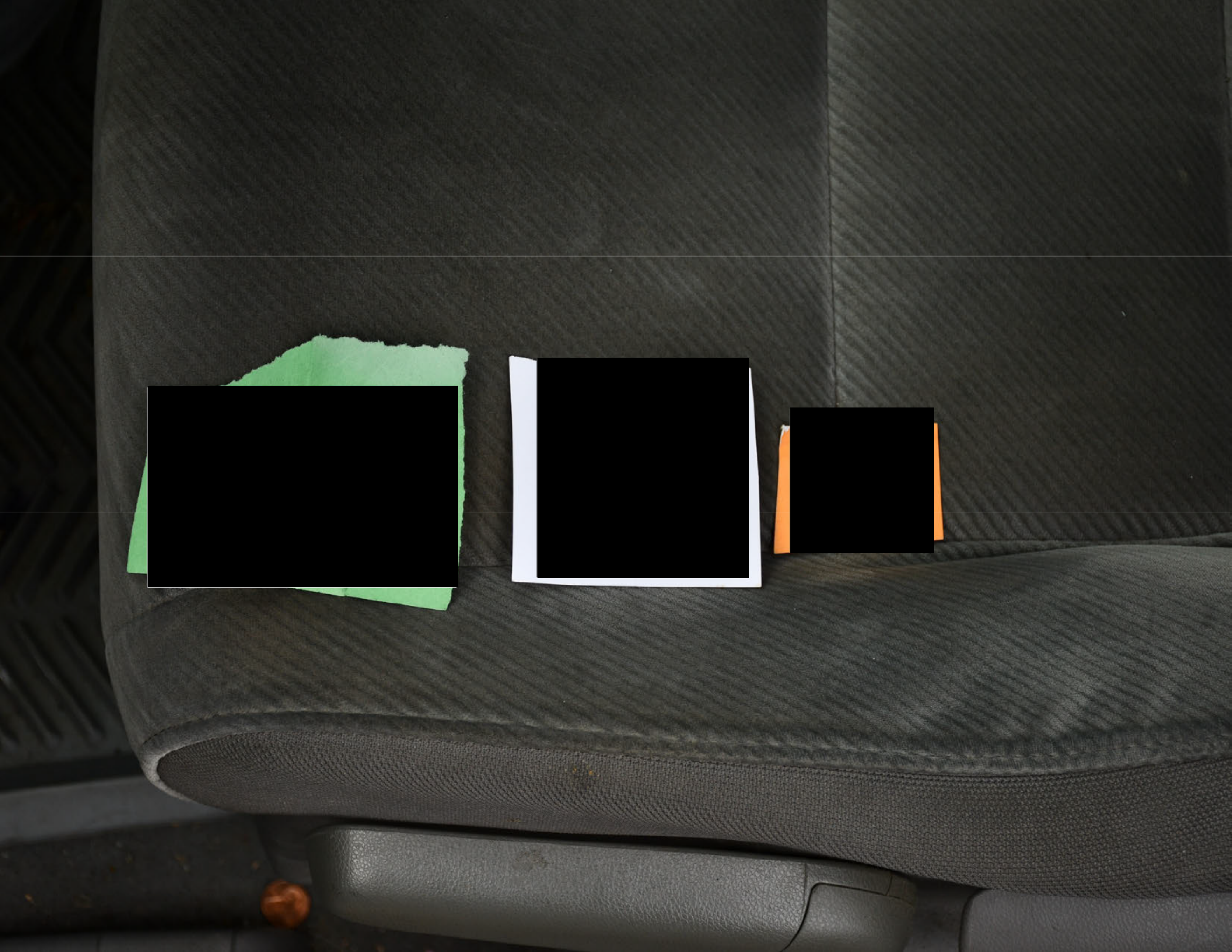

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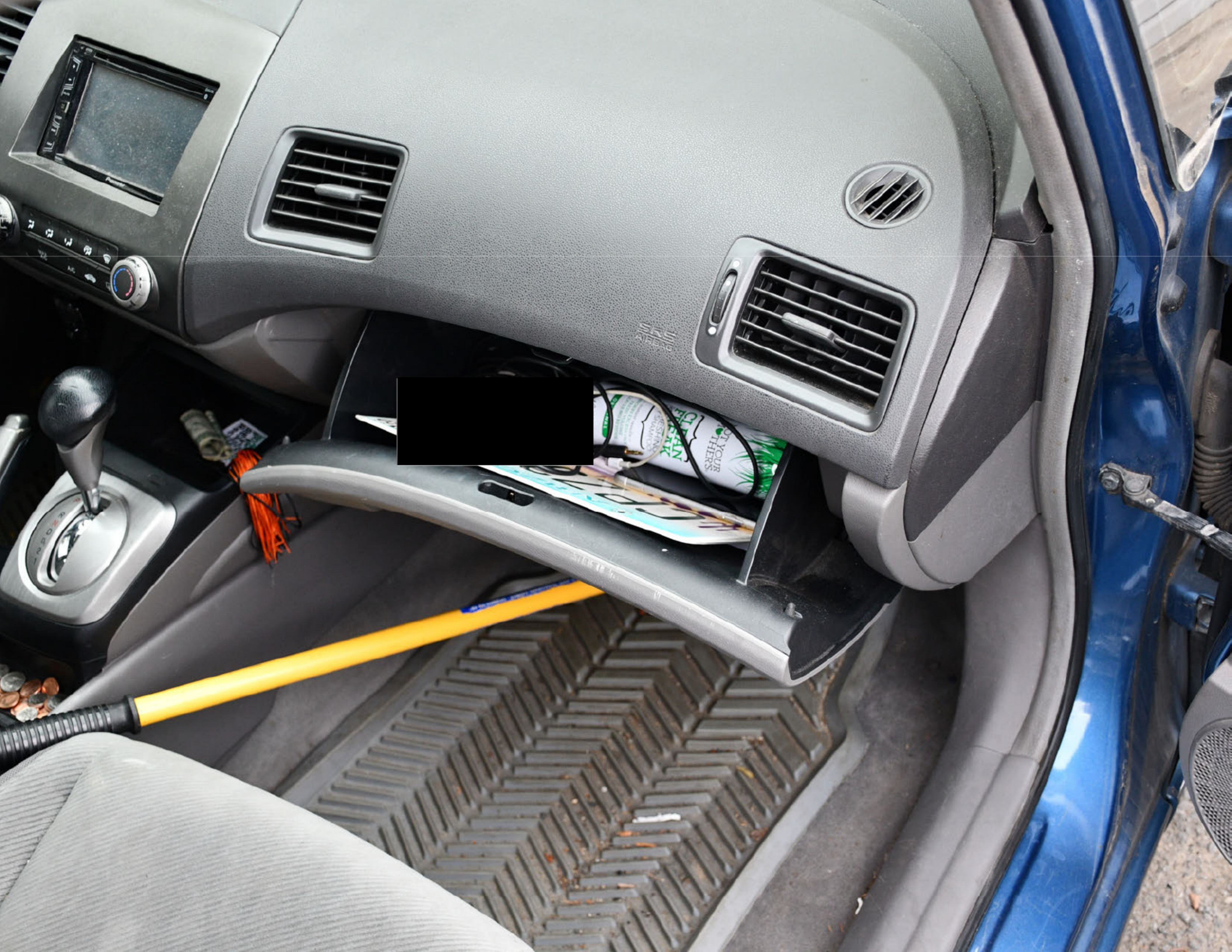

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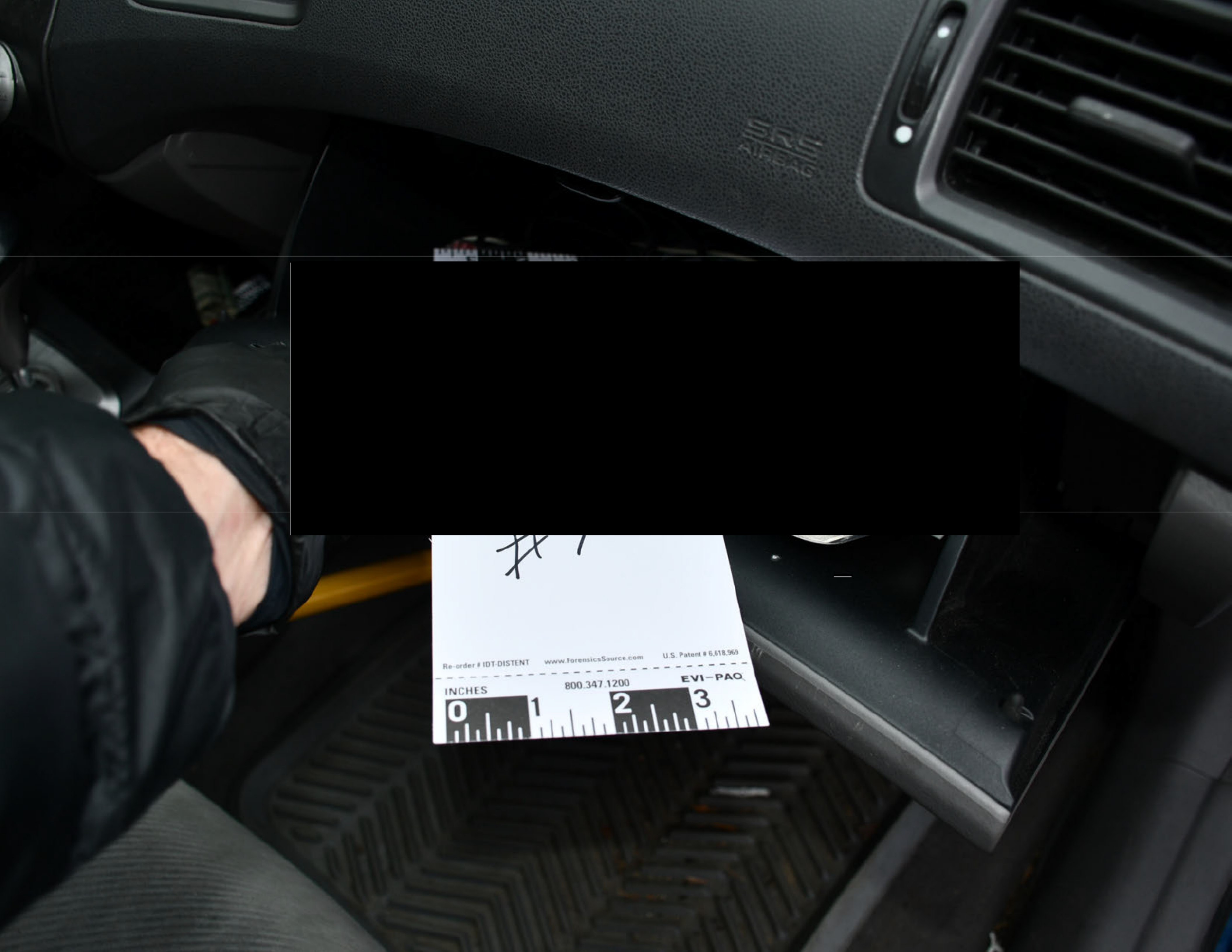
SRS
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U.S. Patent # 6,618,969
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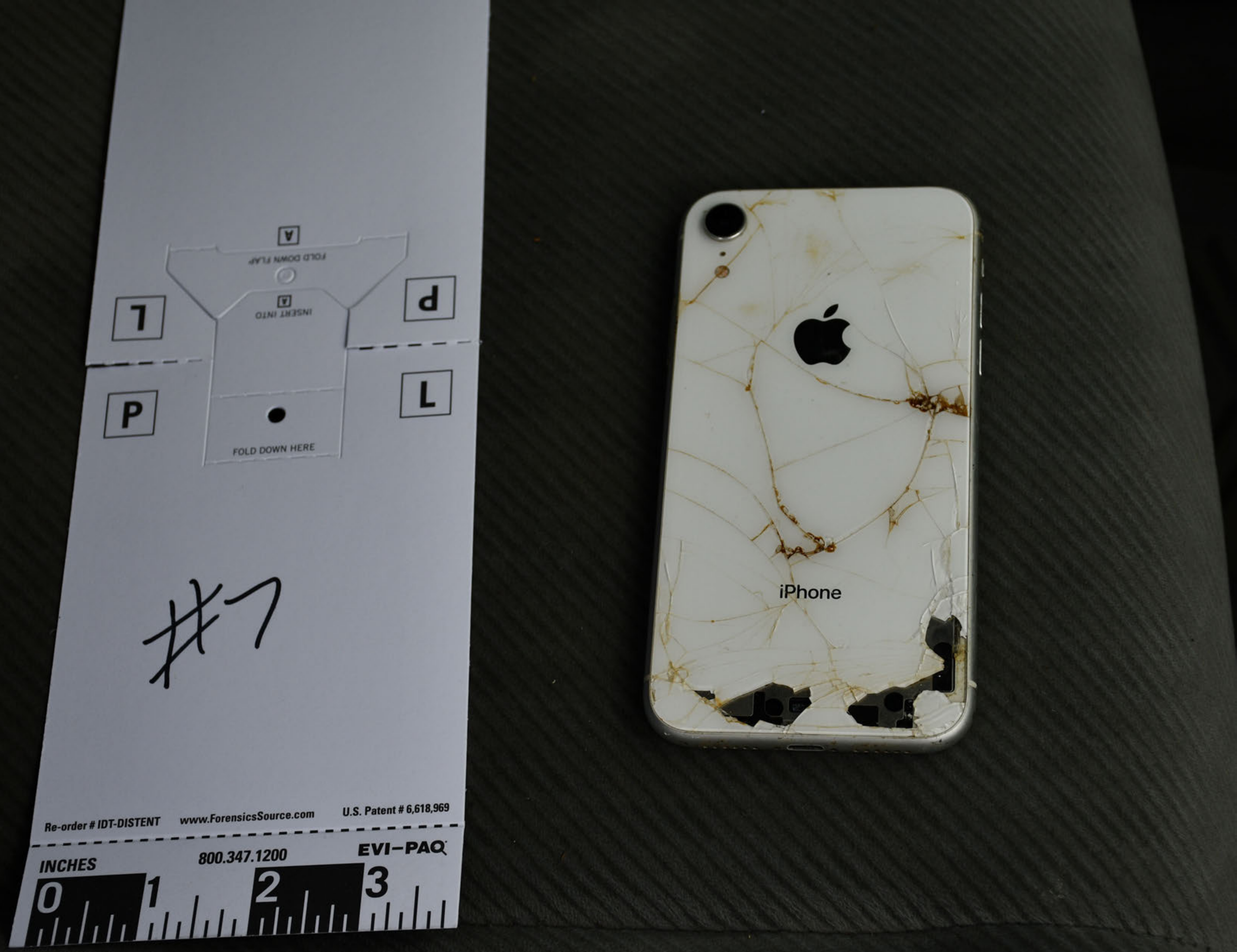
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Re-order # IDT-DISTENT
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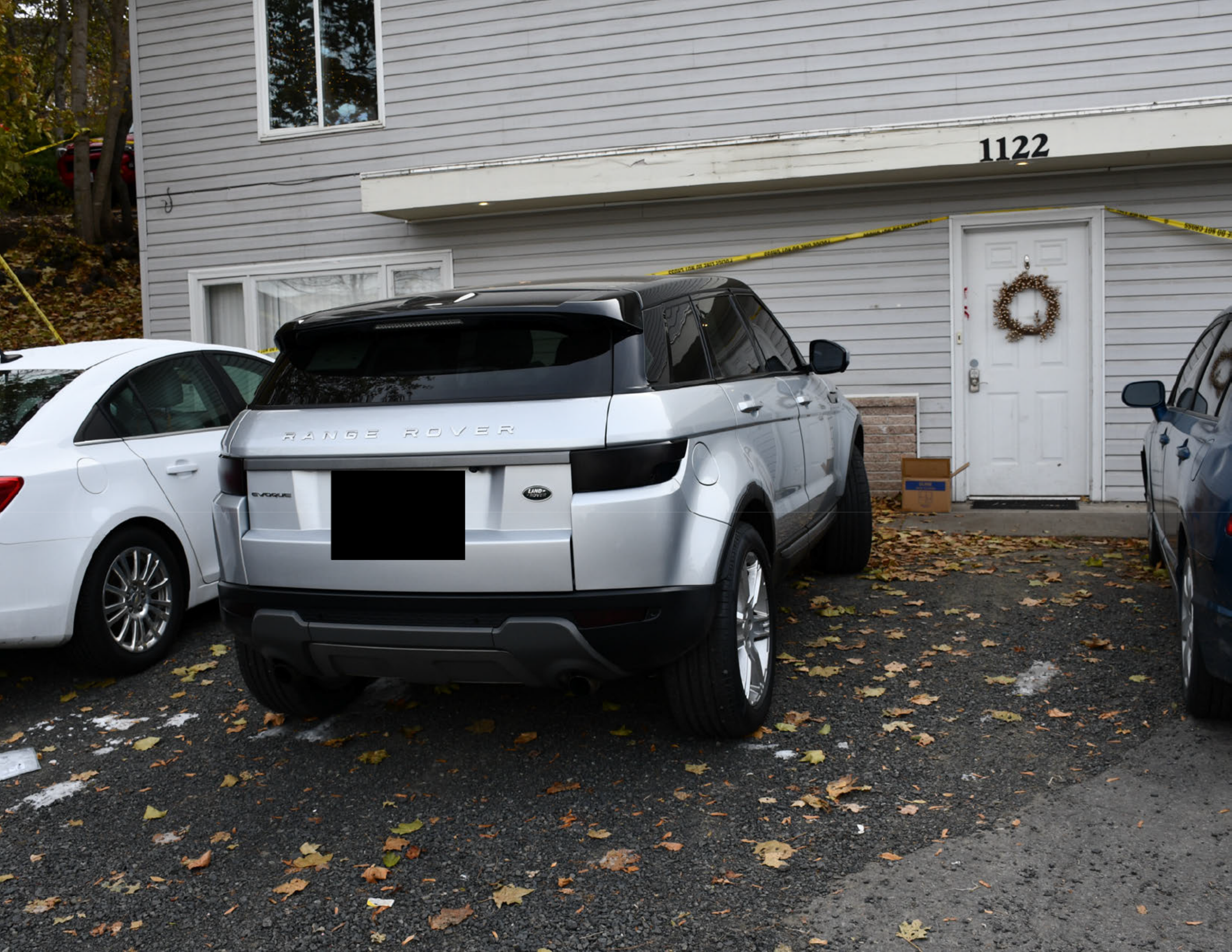
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LAND ROVER

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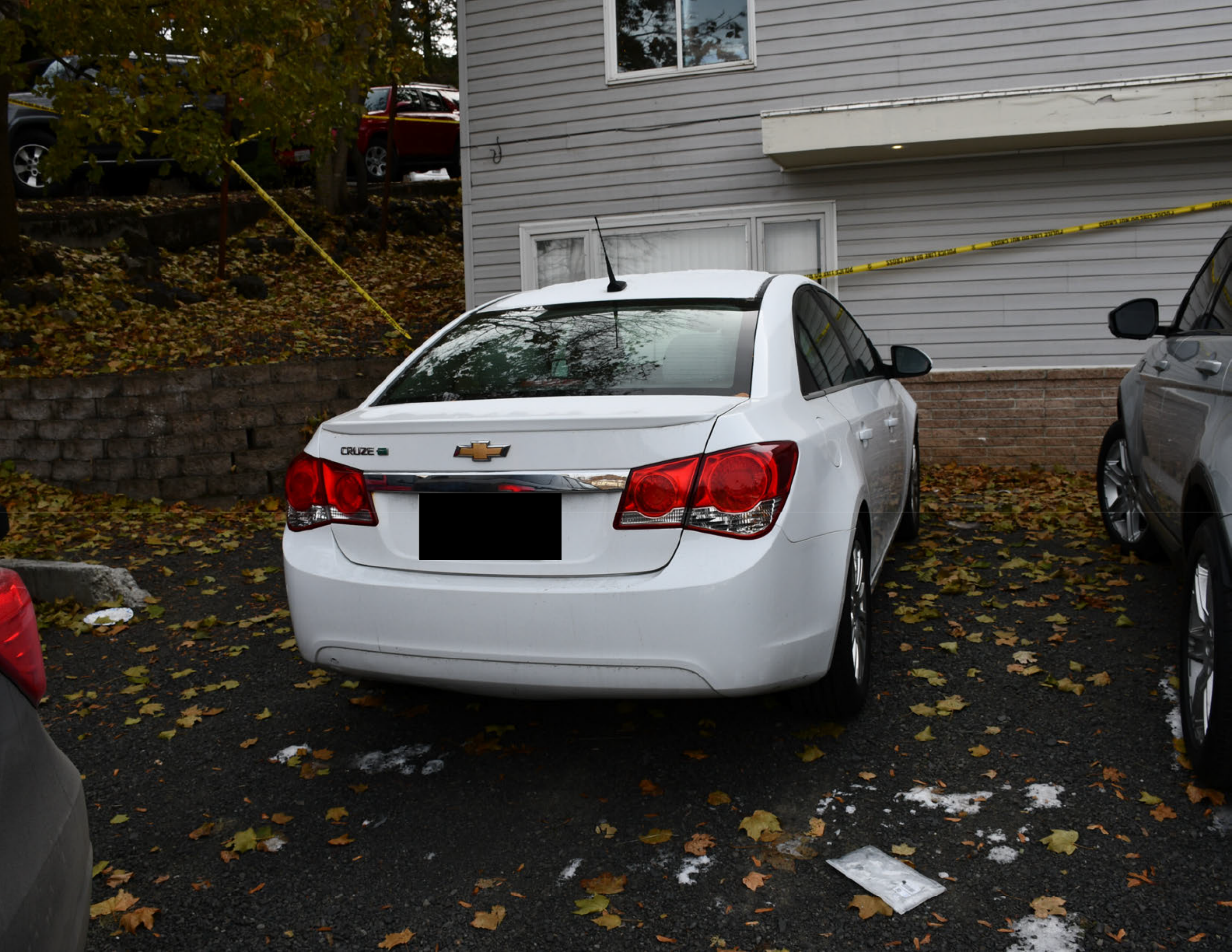

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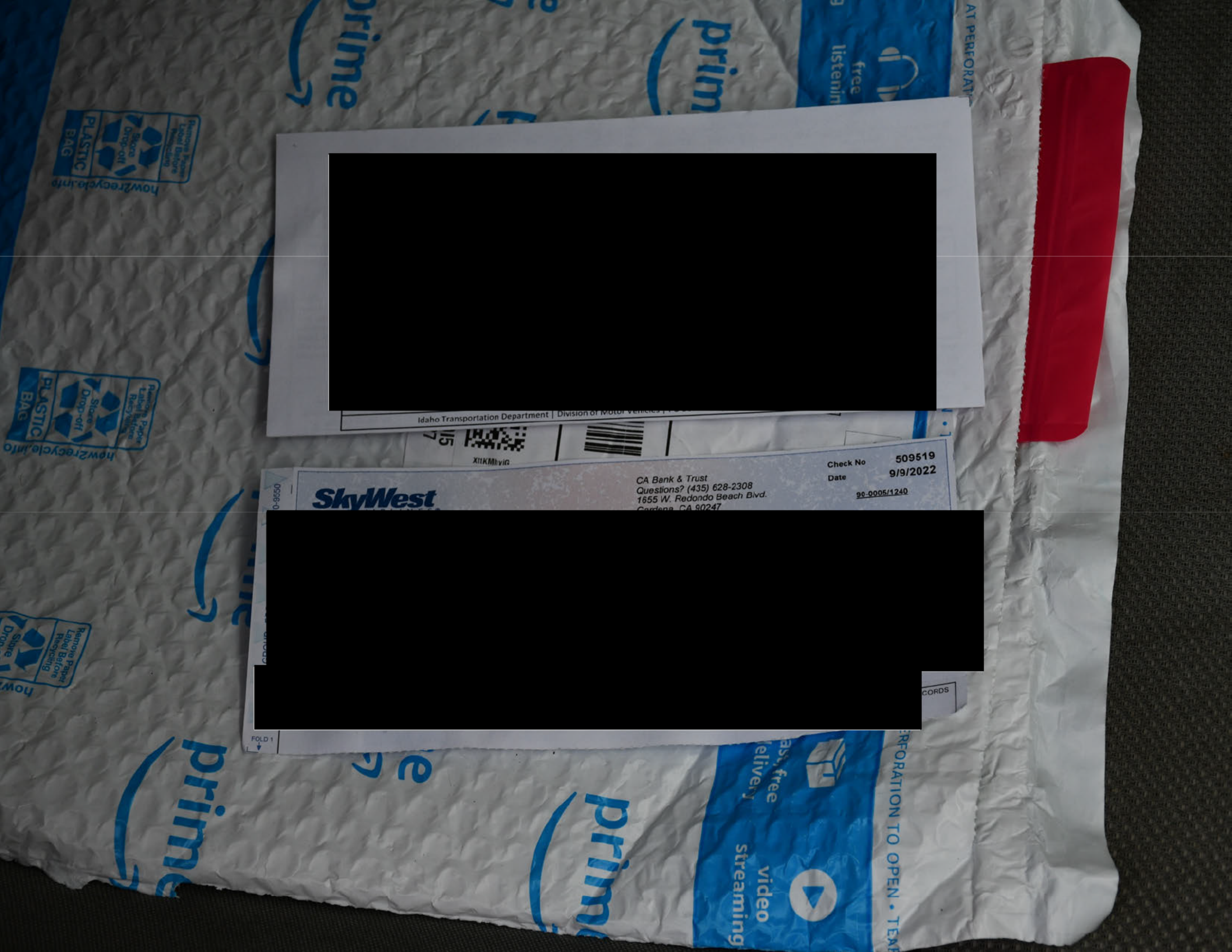
prime
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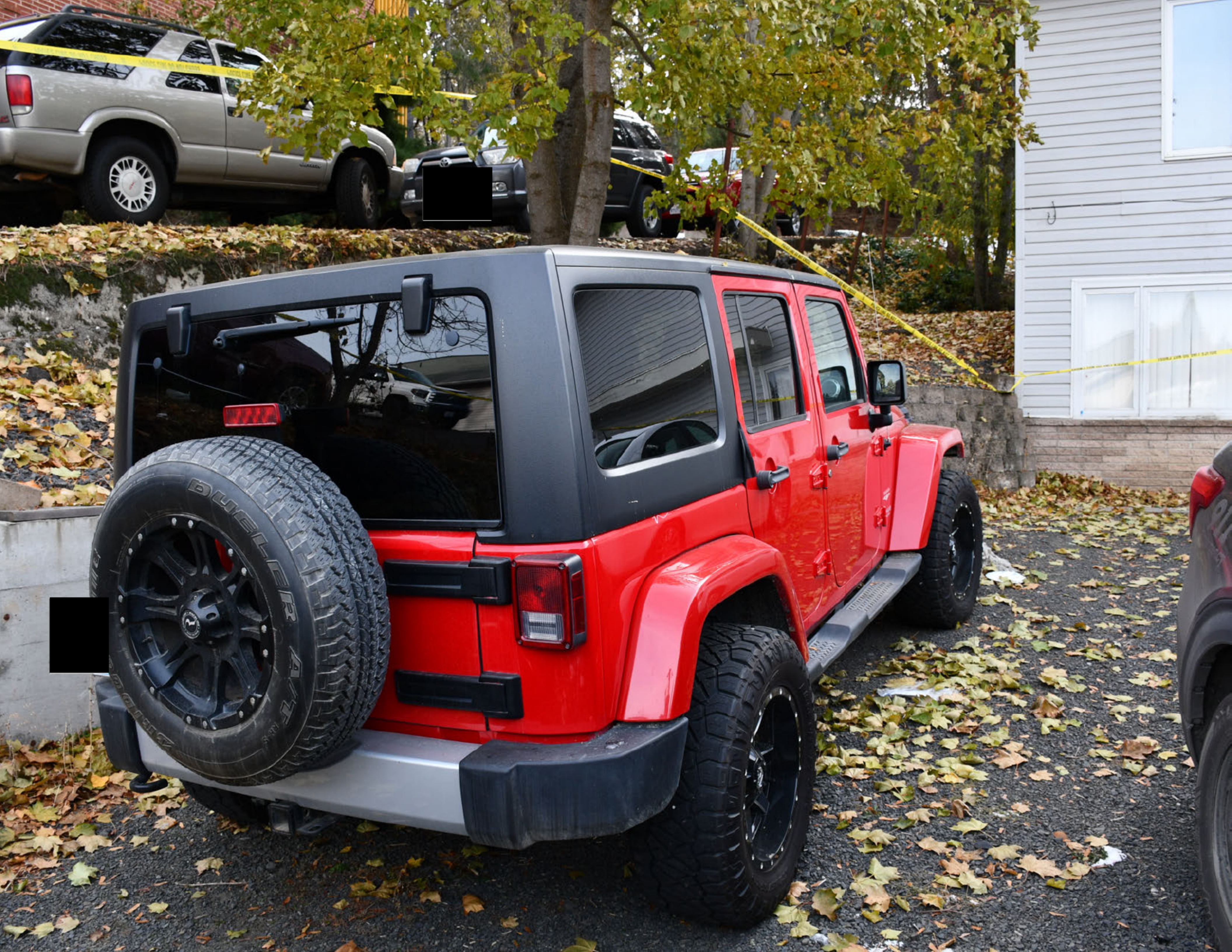
Gardena, CA 90247

Check No 509519
Date 9/9/2022
90-0005/1240

[redacted]

CORDS

FOLD 1



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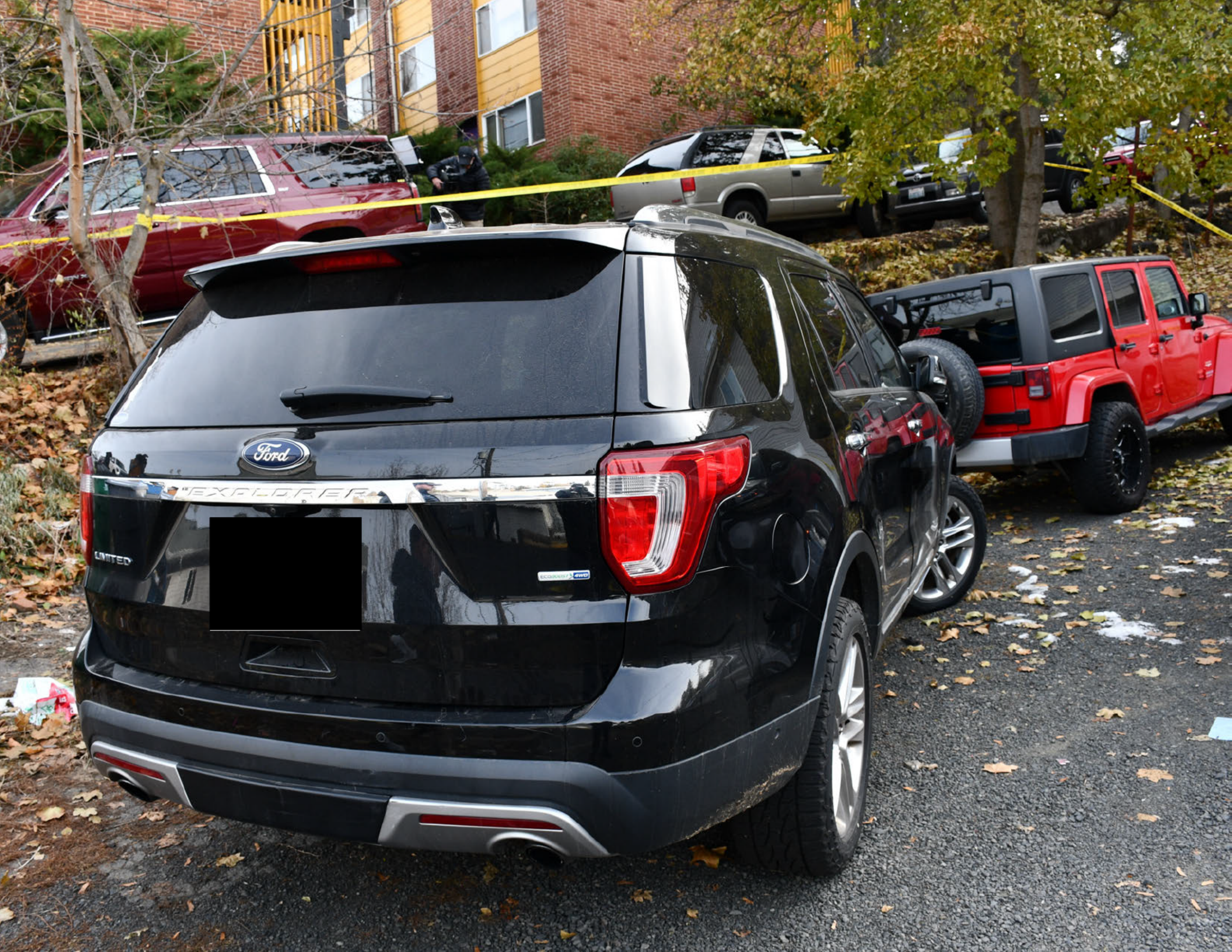
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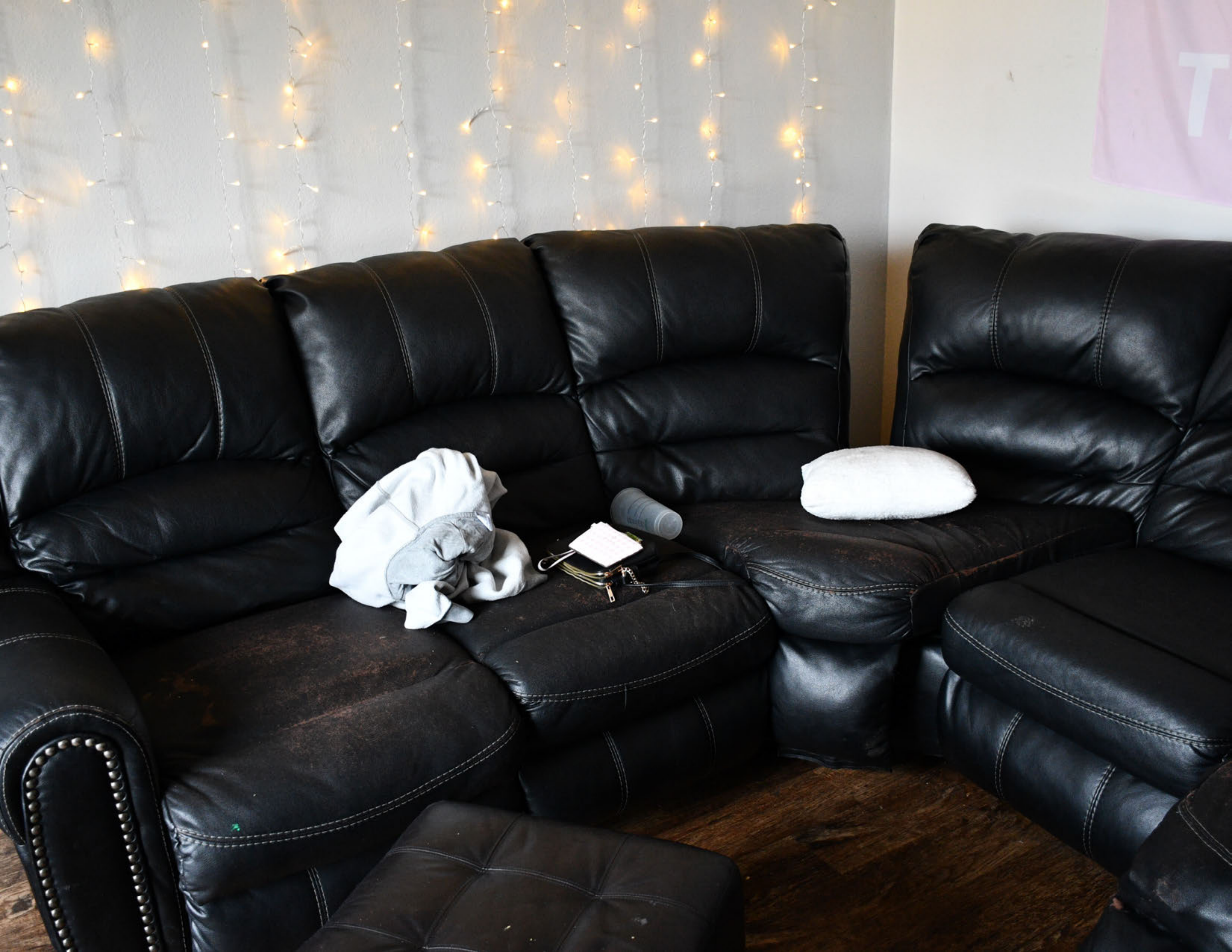

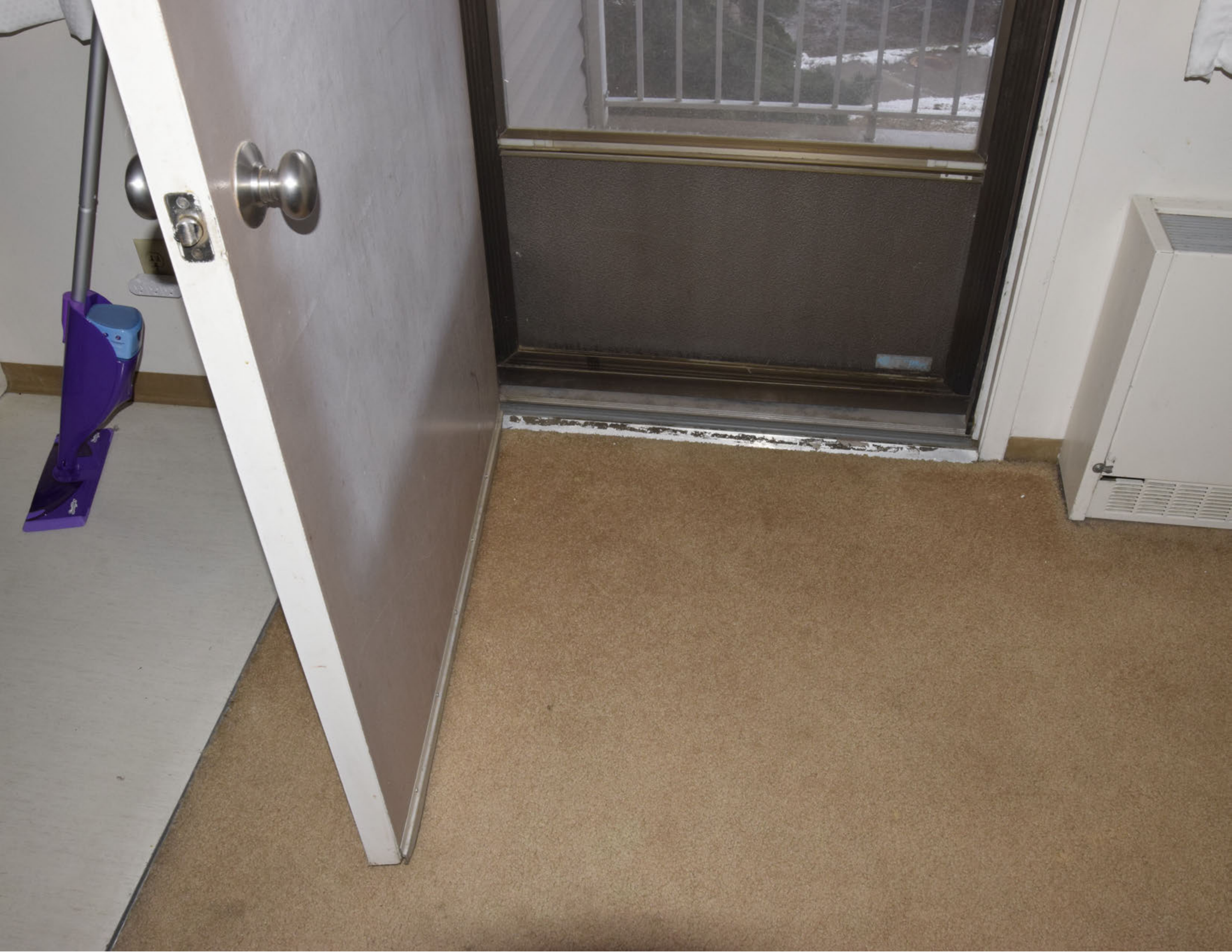

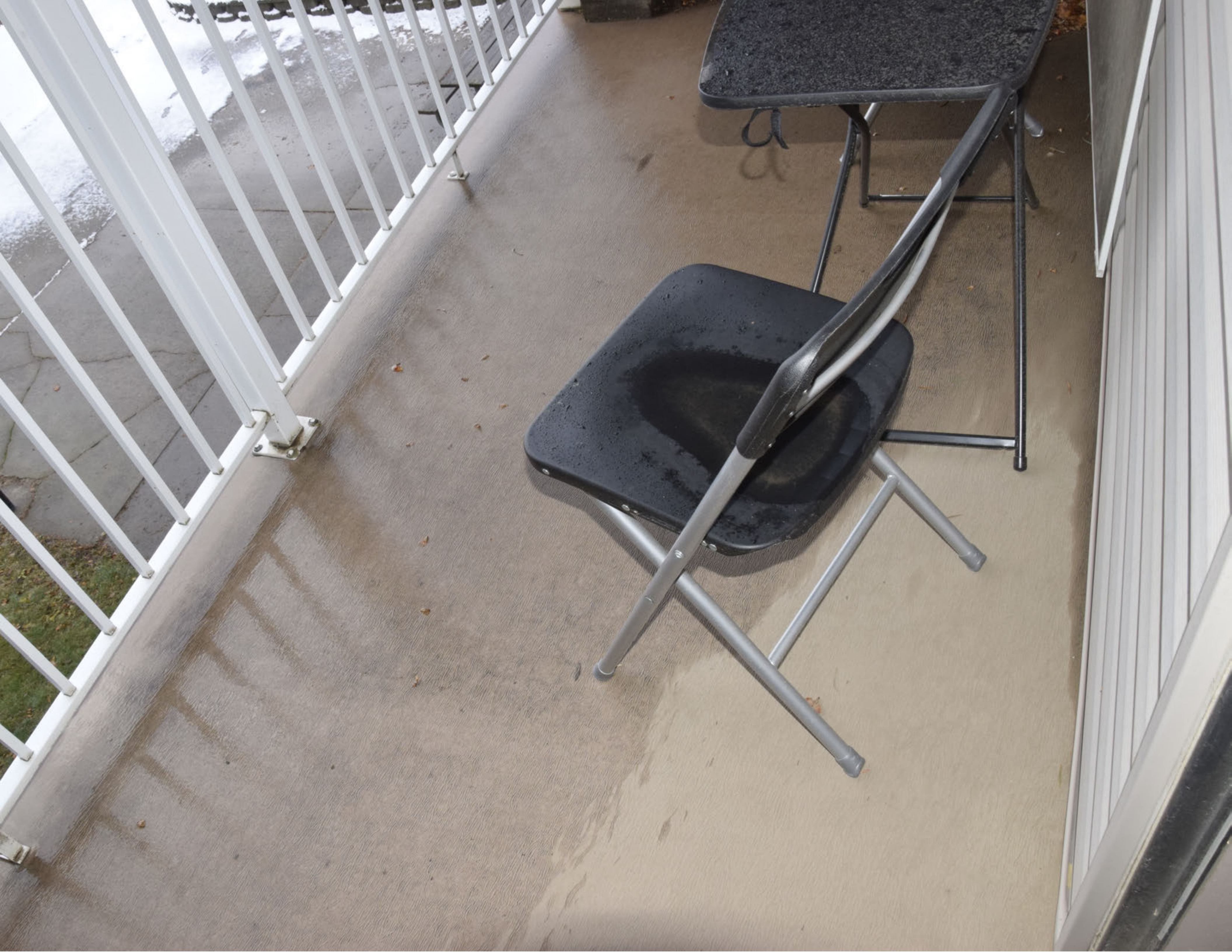

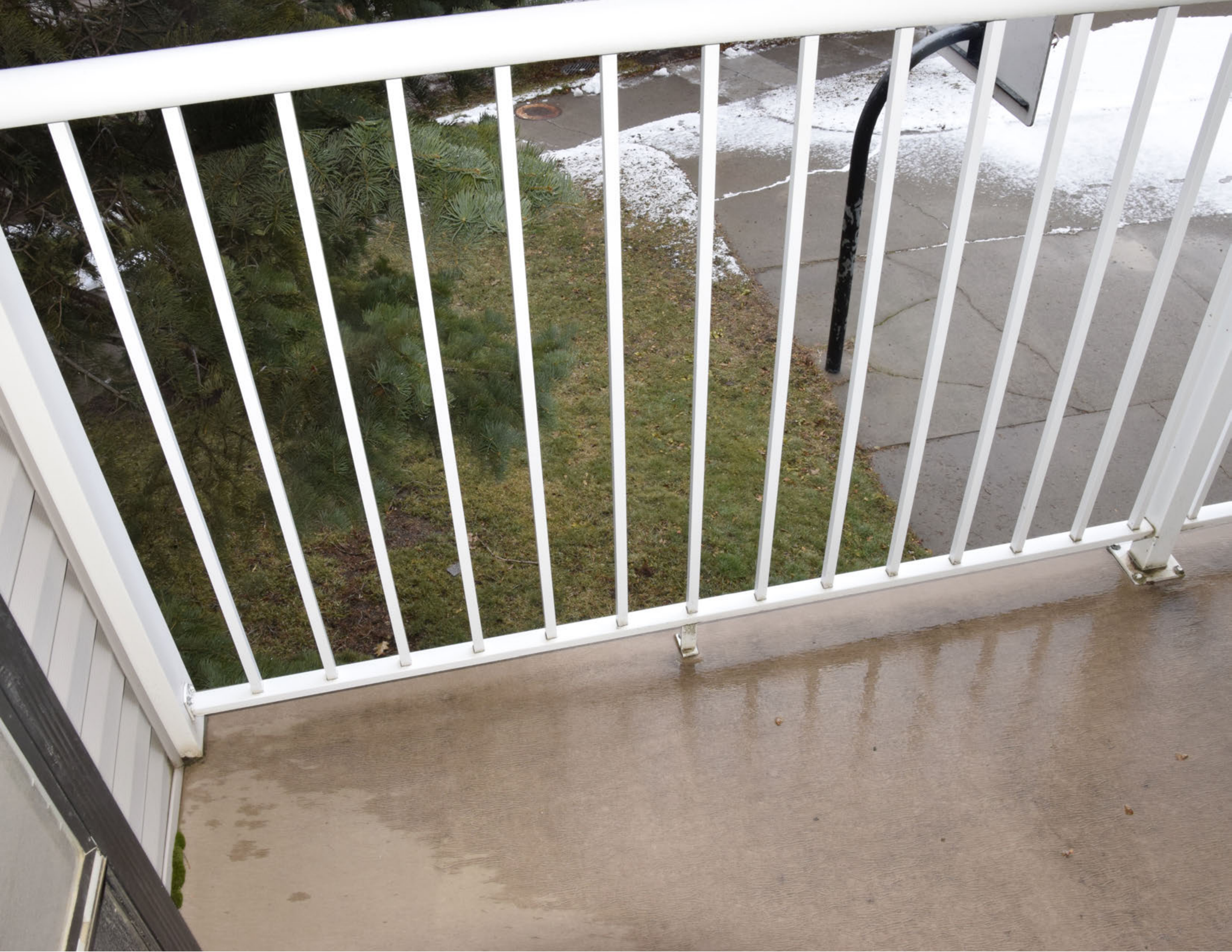

UNITED STATES POSTAL SERVICE
MEDIUM FLAT RATE BOX
TRACKED • INSURED

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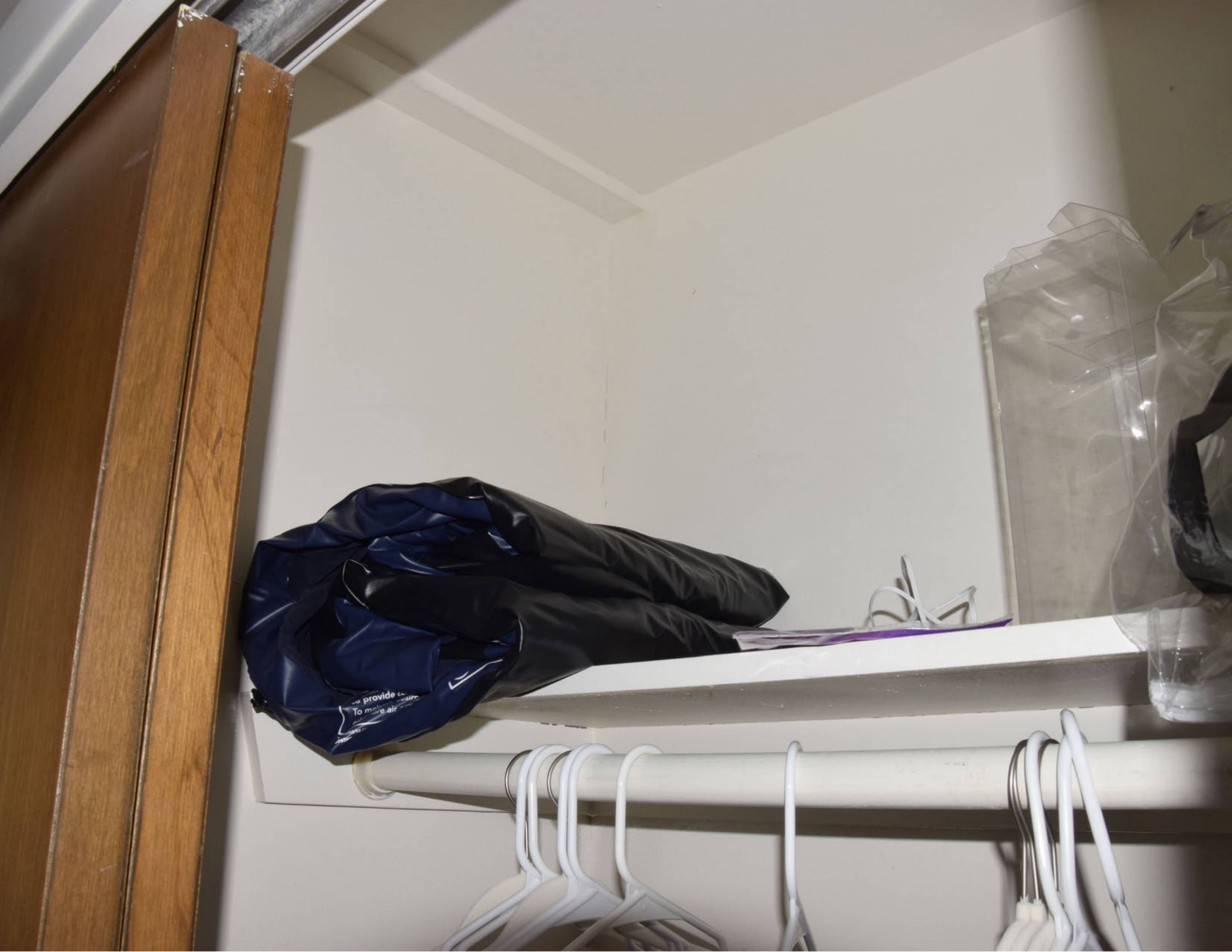
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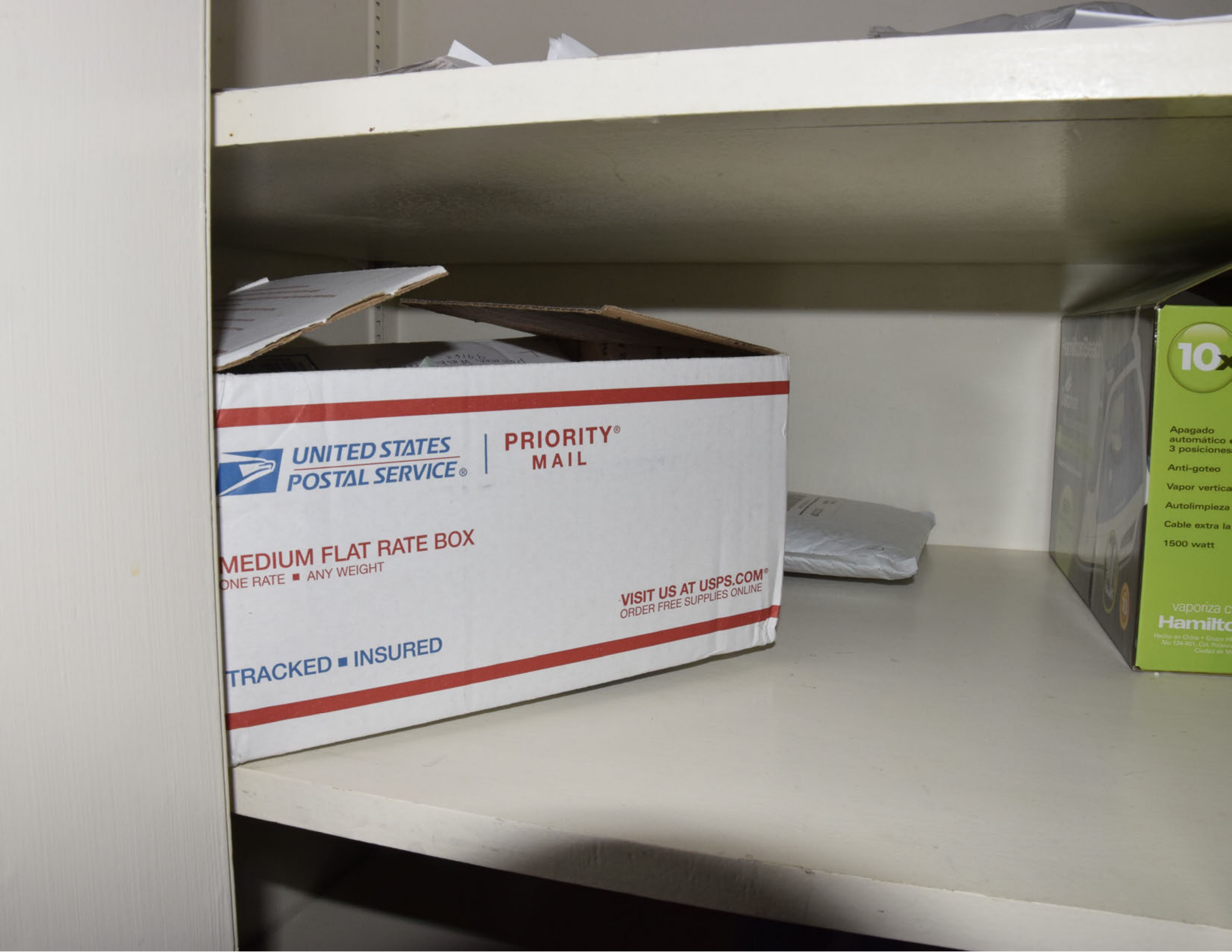
HYPER TOUGH
VTX
FLAT HEAD
9 x 2 1/2"
1YTX9212
6034C

Statute
Description
Vehicle Safety Restraint-Fail to Use
Match to Win
PACK
HYPER TOUGH
20V MAX LITHIUM-ION CORDLESS DRILL
INSTRUCTION MANUAL
Before you begin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Apagado automático
3 posiciones
Anti-goteo
Vapor vertica
Autolimpieza
Cable extra la
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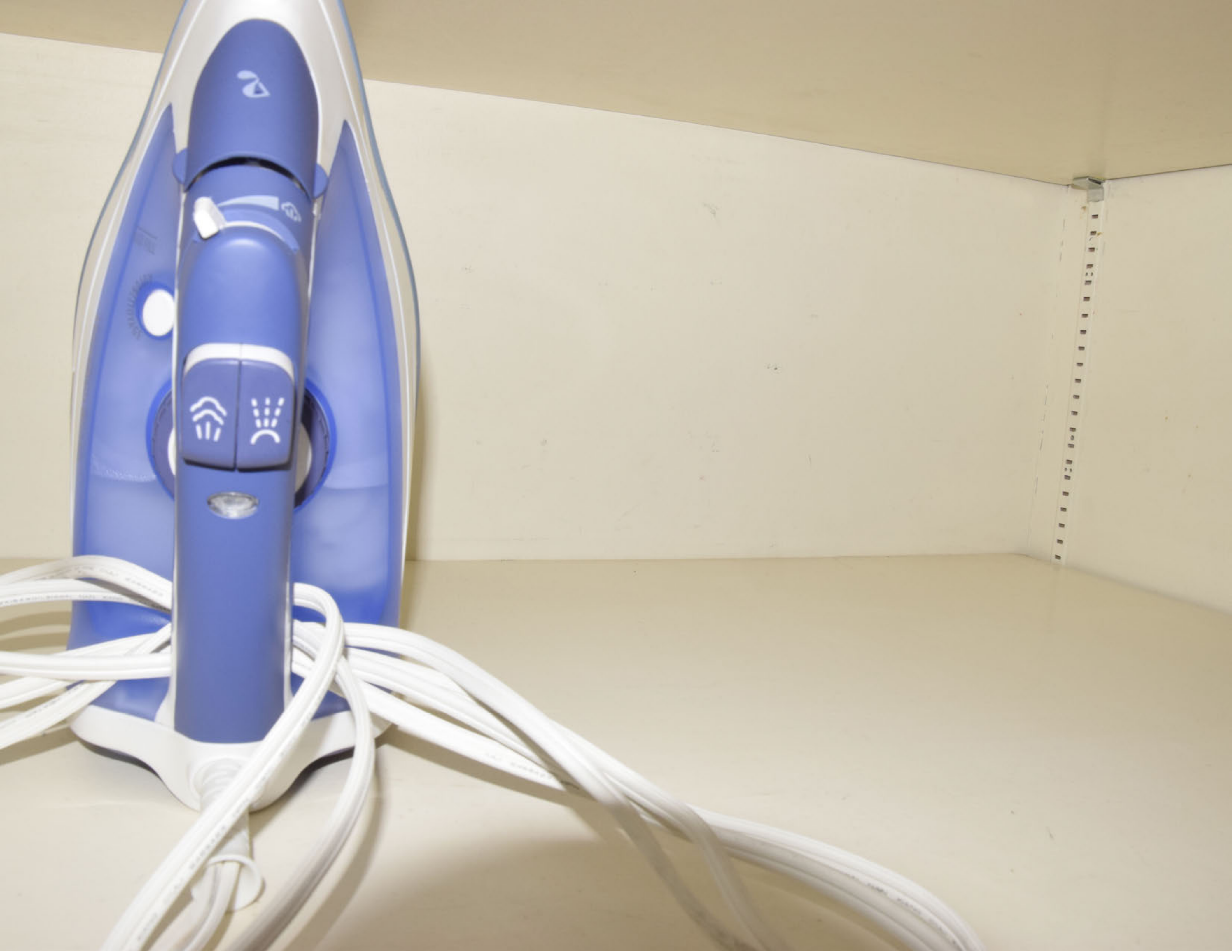

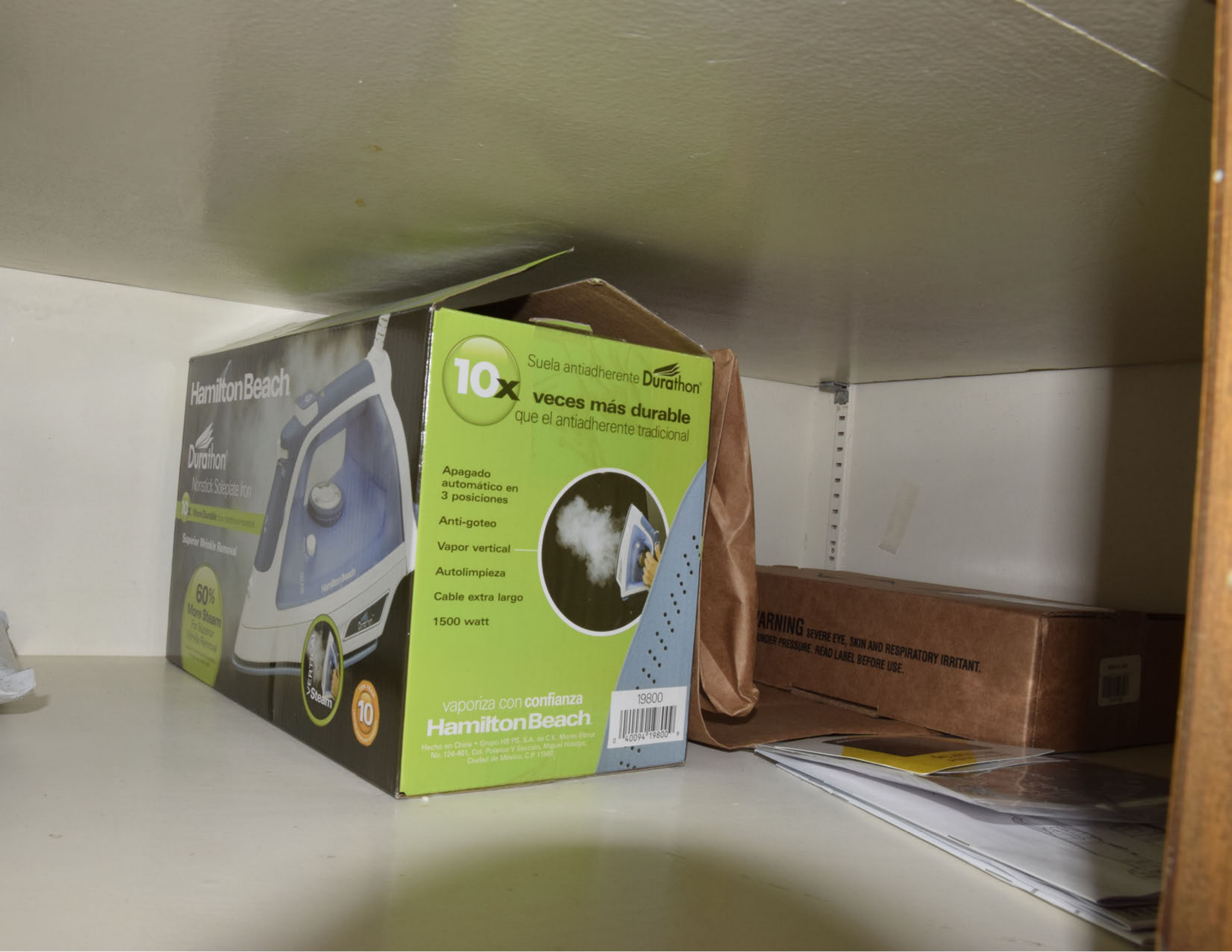
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10x More Durable
Superior Wrinkle Removal
60% More Steam For Superior Wrinkle Removal
Vertical Steam
10
10x
Suela antiadherente Durathon
veces más durable
que el antiadherente tradicional
Apagado automático en 3 posiciones
Anti-goteo
Vapor vertical
Autolimpieza
Cable extra largo
1500 watt
vaporiza con confianza
HamiltonBeach
Hecho en China • Grupo HB PS, S.A. de C.V. Monte Elbruz No. 124-401, Col. Polanco V Sección, Miguel Hidalgo, Ciudad de México, C.P. 11560
19800
0 40094 19800 9
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MERCHANDISE RECEIVED IN GOOD CONDITION
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AMOUNT
TOTAL
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Statute
Description
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Vehicle Safety Restraint-Fail to Use
Match to Win
CASH
NO REFUNDS OR RETURNS
PACK
Page 4
Games:
boden

30
video streaming
video streaming
movies and tv shows
free listening
millions of songs
prime
COUG-4200
YTX
PRO GRADE
FLAT HEAD
TIMBER
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9 x 2 1/2"
Part# 1YTX9212
Interior Gold Zinc Co

HYPER TOUGH
TRIPOD COMPATIBLE
ZINC DIE-CAST
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FLAT HEAD
9 x 2 1/2"
Part# 1YTX9212
BIG TIMBER
BILLINGS, MT
Since 1945
General Purpose Wood Screws
Interior Gold Zinc Coated
Free Bit Inside
CORDLESS SCREWDRIVER

HYPER TOUGH
TRIPOD COMPATIBLE
ZINC DIE-CAST
Zn
soft white LED
100w
12w
9
Non-Dimmable
4 BULBS
6034C
BOSCH
PUROLATOR ONE
PRO GRADE
FLAT HEAD
9 x 2 1/2"
Part# 1YTX9212
General Purpose Wood Screws
Interior Gold Zinc Coated
CORDLESS SCREWDRIVER
DUCK

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MEGA
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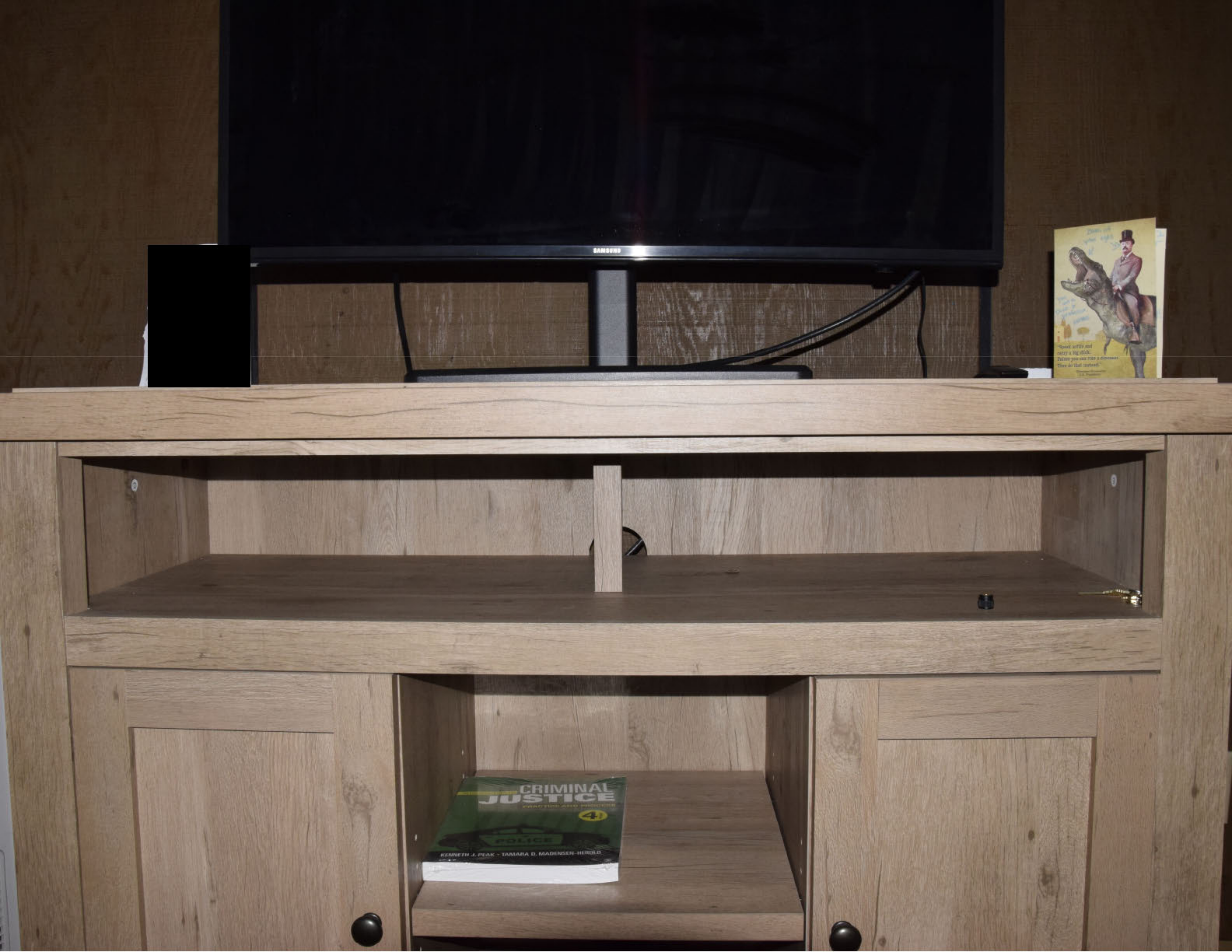
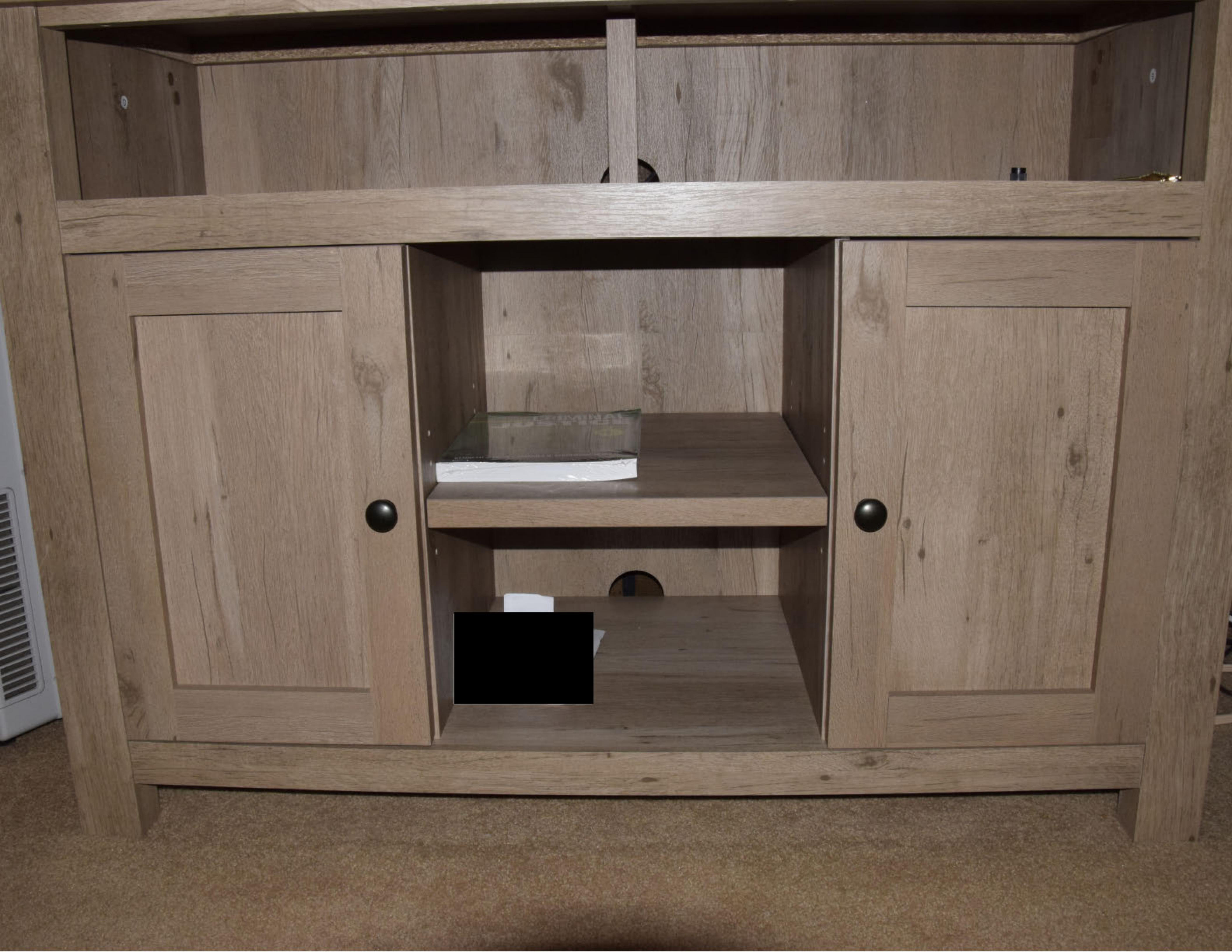
REGULAR**

TWIST
CAP TO
SHUT


[redacted]
SAMSUNG
"Speak softly and carry a big stick. Unless you can ride a dinosaur. Then do that instead."
CRIMINAL JUSTICE
PRACTICE AND PROCESS
4
POLICE
KENNETH J. PEAK · TAMARA D. MADENSEN-HEROLD



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WHY THE INNOCEN
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CRIMINAL
JUSTICE

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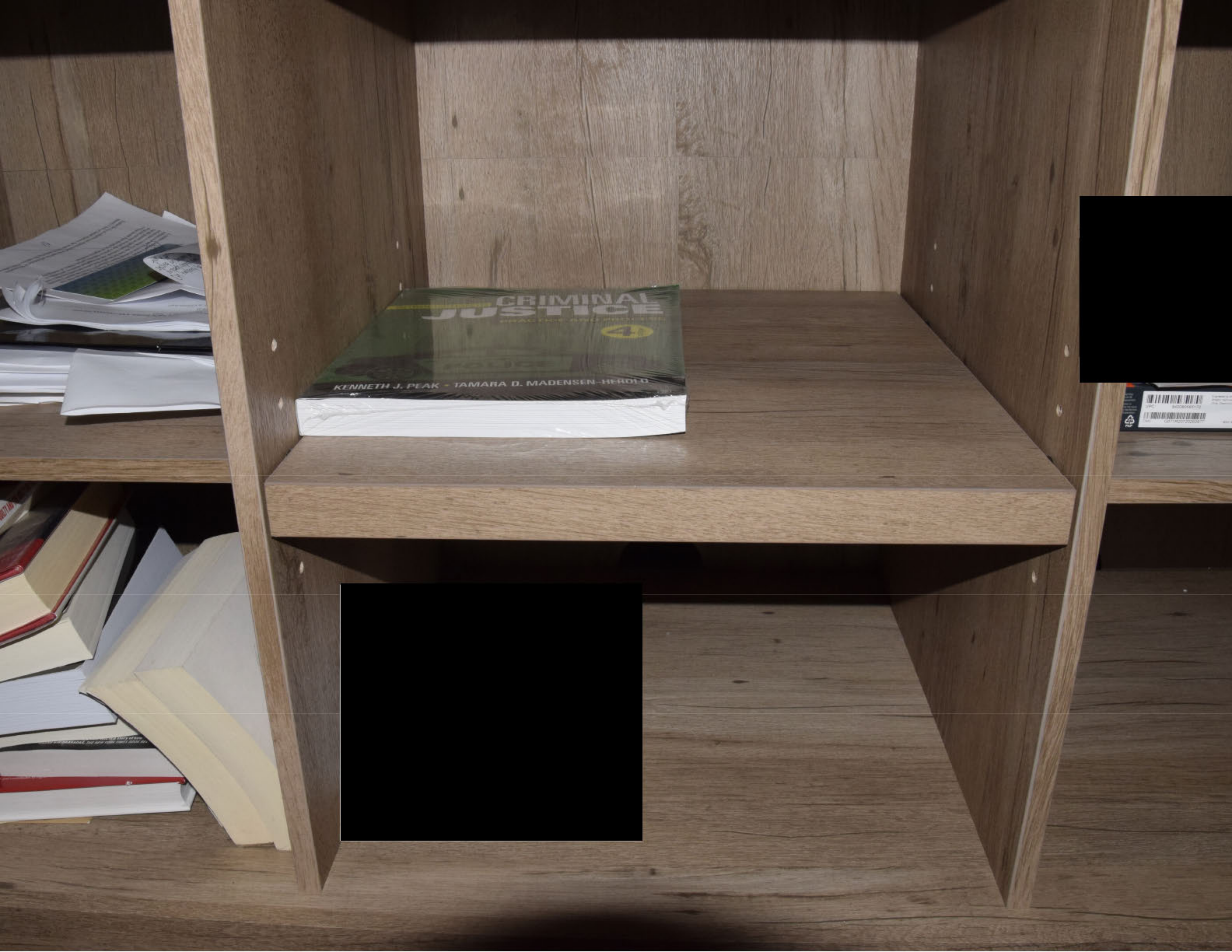
CRIMINAL
JUSTICE
PRACTICE AND PROCESS
4
KENNETH J. PEAK · TAMARA D. MADENSEN-HEROLD

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WHY THE INNOCENT PLEAD GUILTY
ANAND GIRIDHARADAS, THE NEW YORK TIMES BOOK REVIEW
TAMARA D. MADENSEN

CRIMINAL
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PRACTICE AND PROCESS
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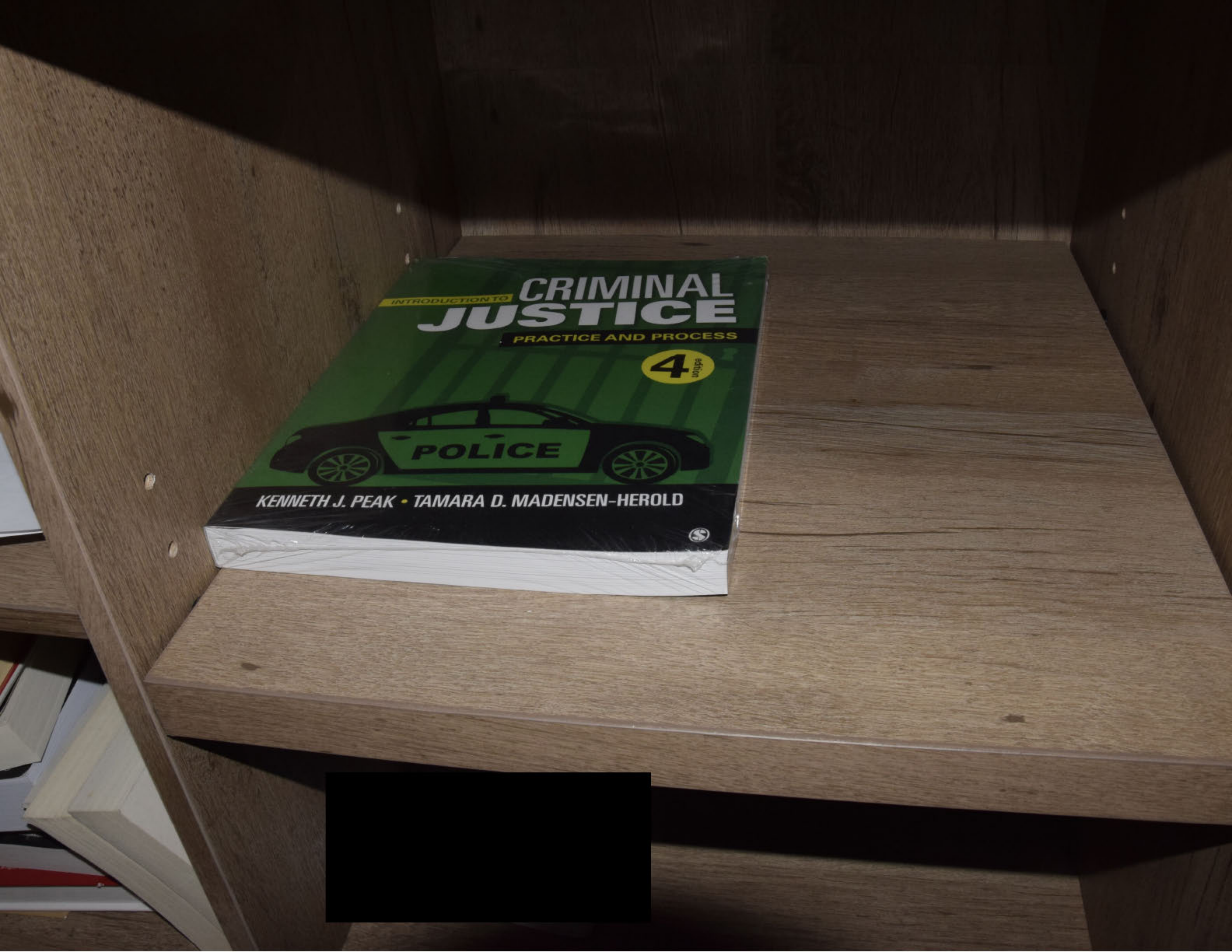
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PRACTICE AND PROCESS
4 edition
POLICE
KENNETH J. PEAK • TAMARA D. MADENSEN-HEROLD

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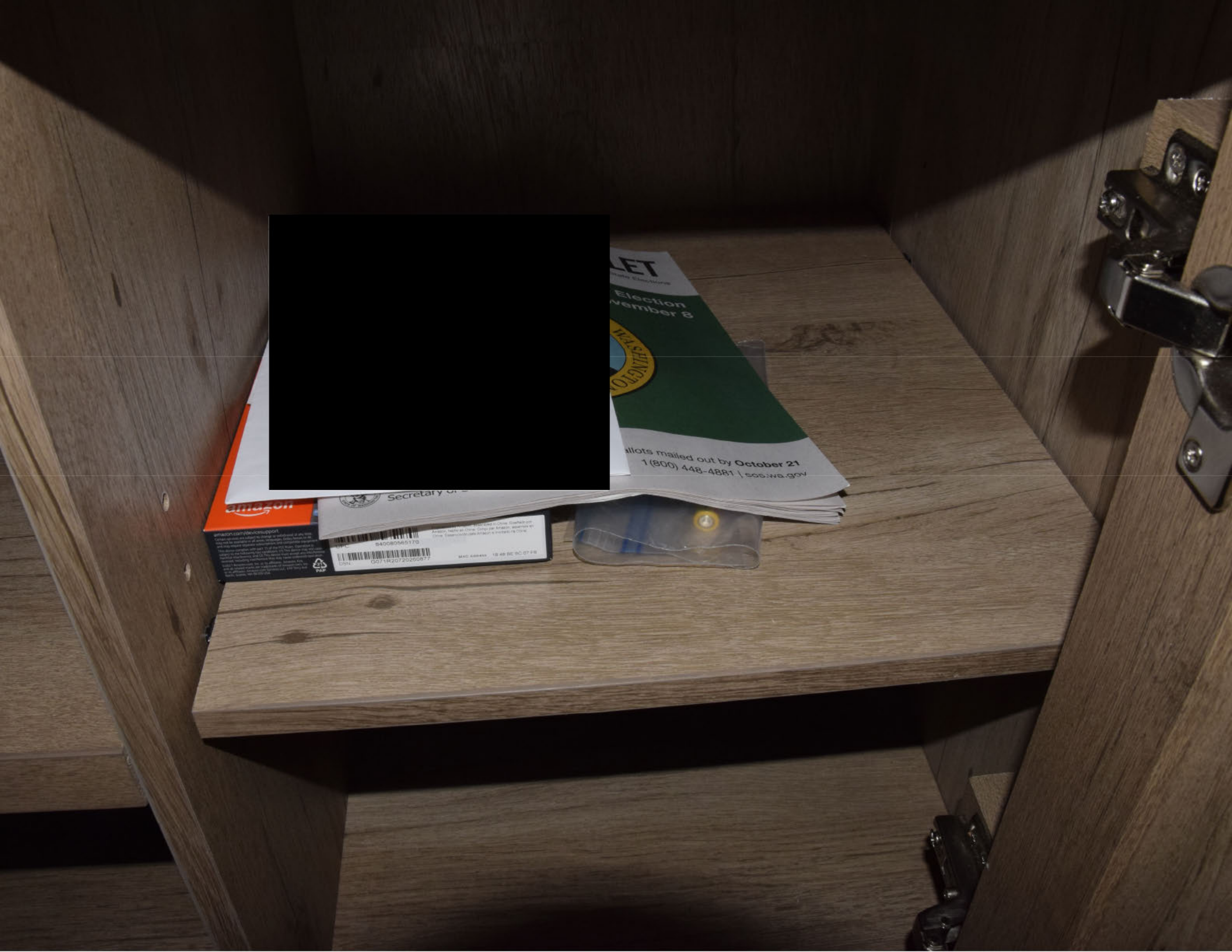
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Election
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allots mailed out by October 21
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Secretary of
amazon
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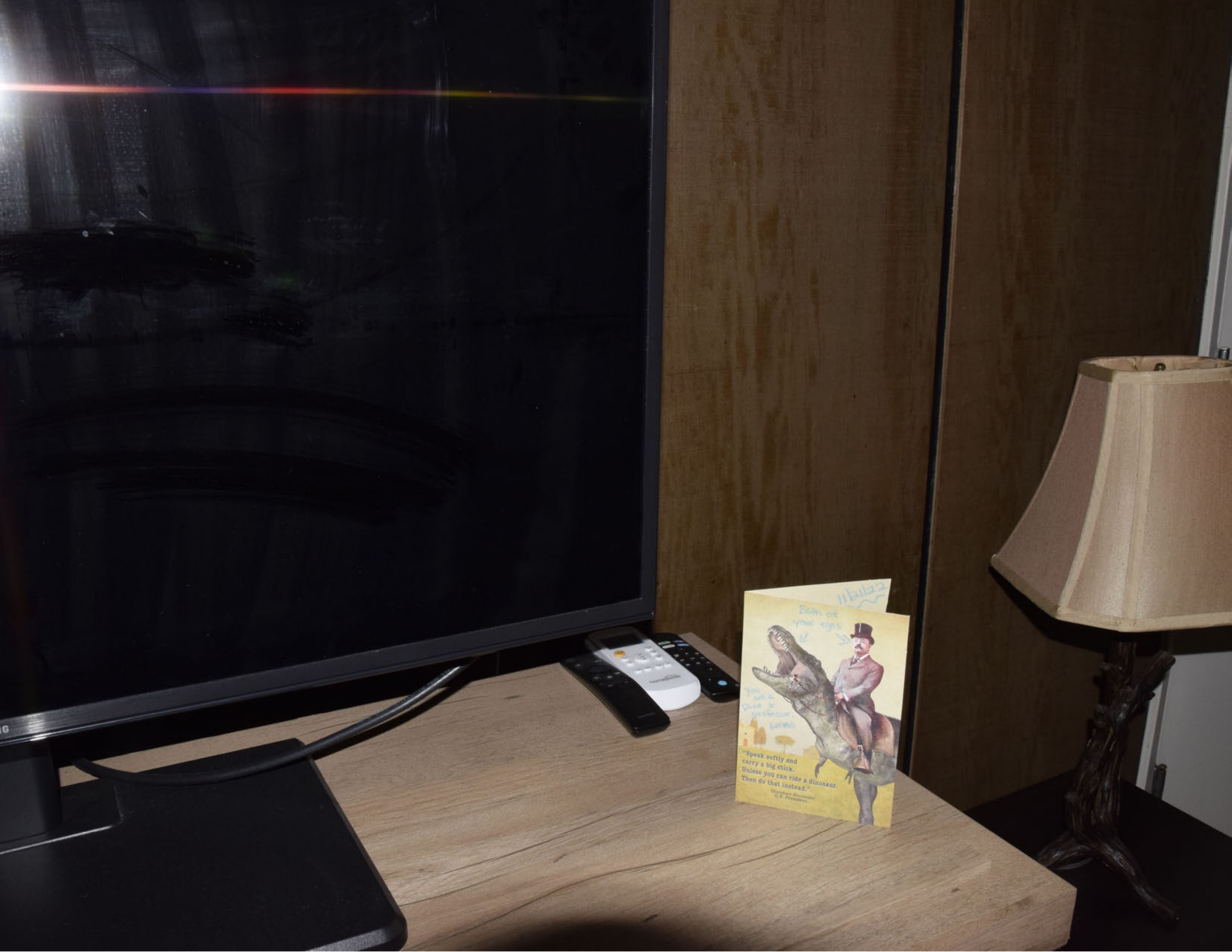
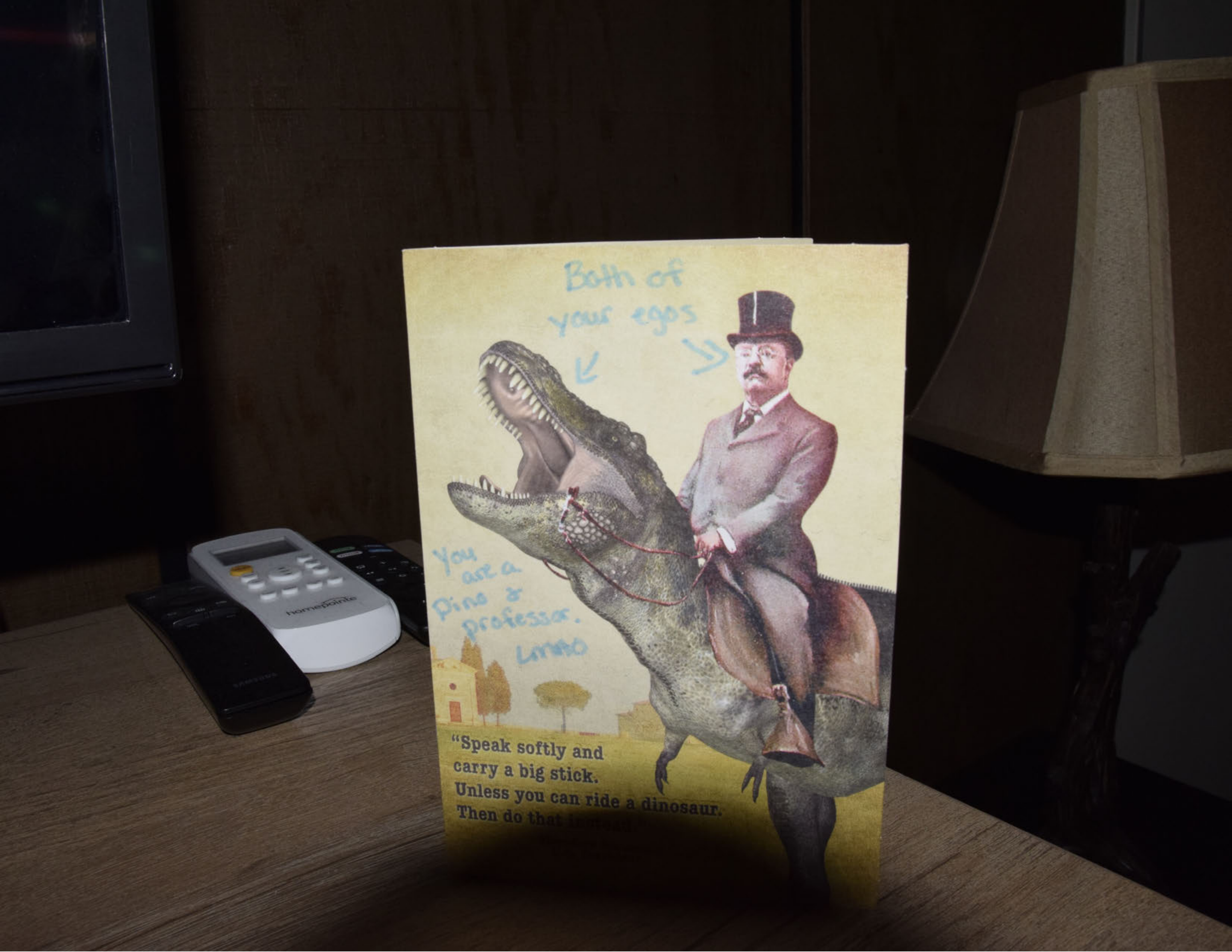

11/6/22
Both of
your eggs
you
are a
Dino [illegible]
professor.
[illegible]
"Speak softly and
carry a big stick.
Unless you can ride a dinosaur.
Then do that instead."
Theodore Roosevelt
U.S. President

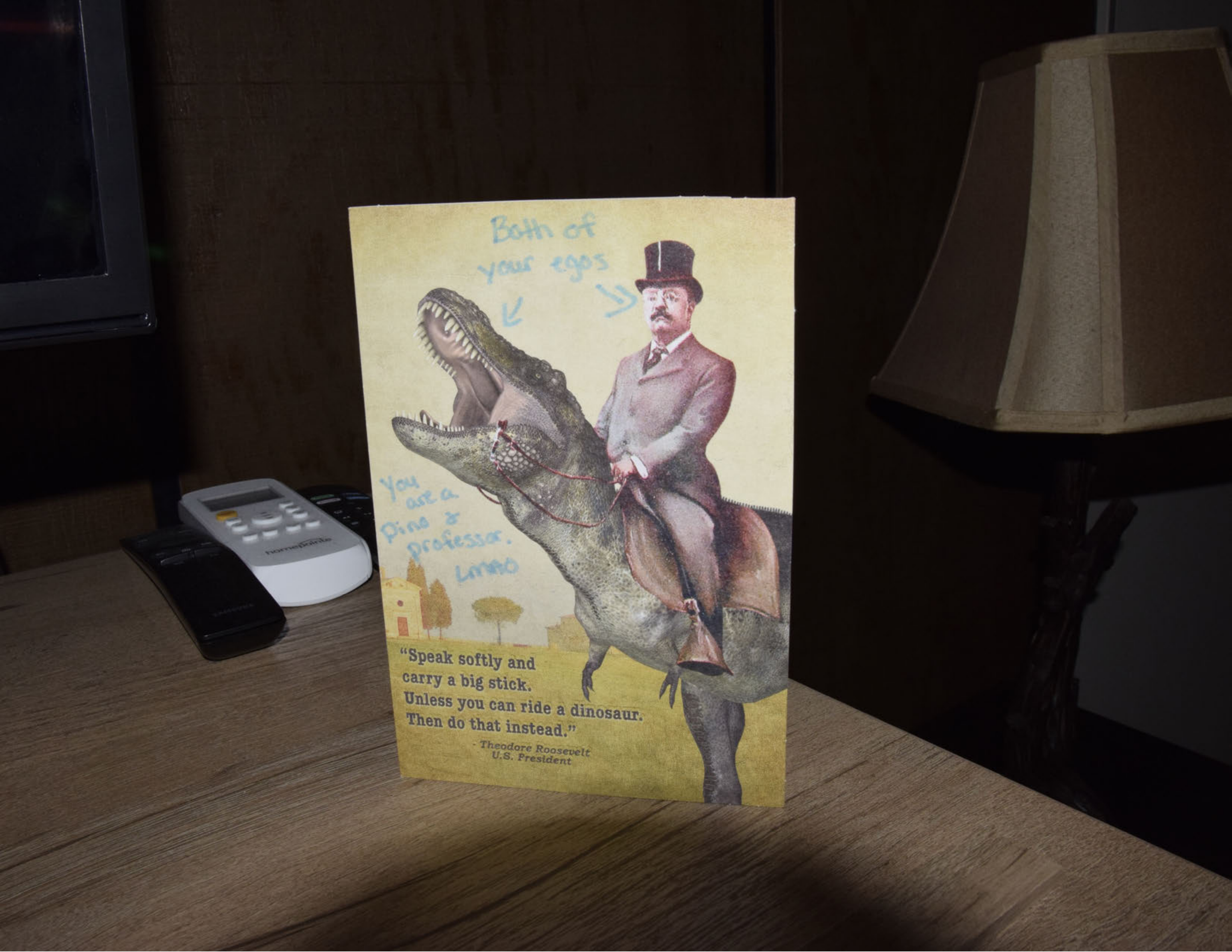
11/21/22
Both of your egos
You are a Dino & professor. Lmao
"Speak softly and carry a big stick. Unless you can ride a dinosaur. Then do that instead."
- Theodore Roosevelt
U.S. President
homepointe
SAMSUNG



Both of your egos

You are a Dino & professor. Lmao

"Speak softly and
carry a big stick.
Unless you can ride a dinosaur.
Then do that [illegible]

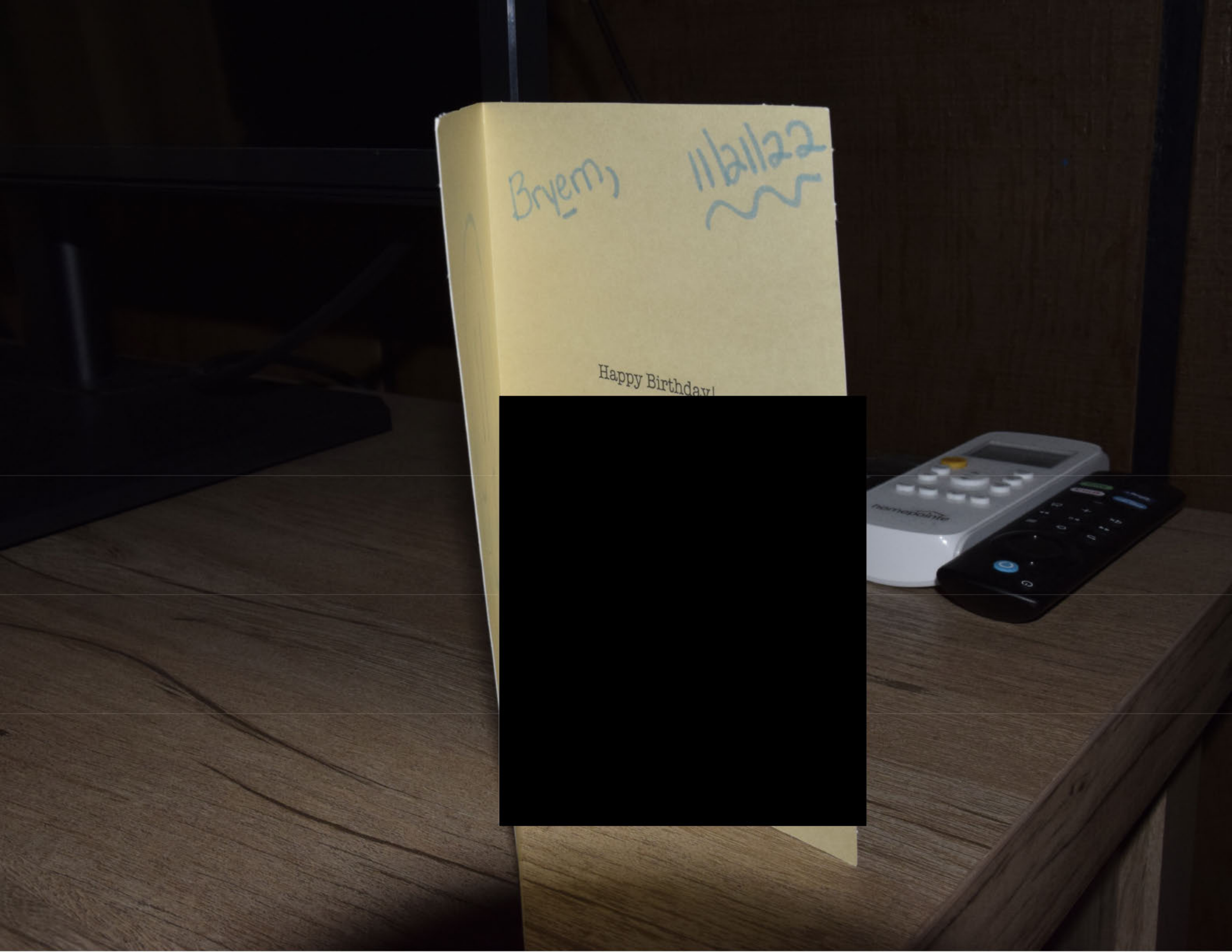


Both of
your egos

You
are a
Dino &
professor.
Lmao

"Speak softly and
carry a big stick.
Unless you can ride a dinosaur.
Then do that instead."

- Theodore Roosevelt
U.S. President



Bryem, 11/21/22

Happy Birthday!

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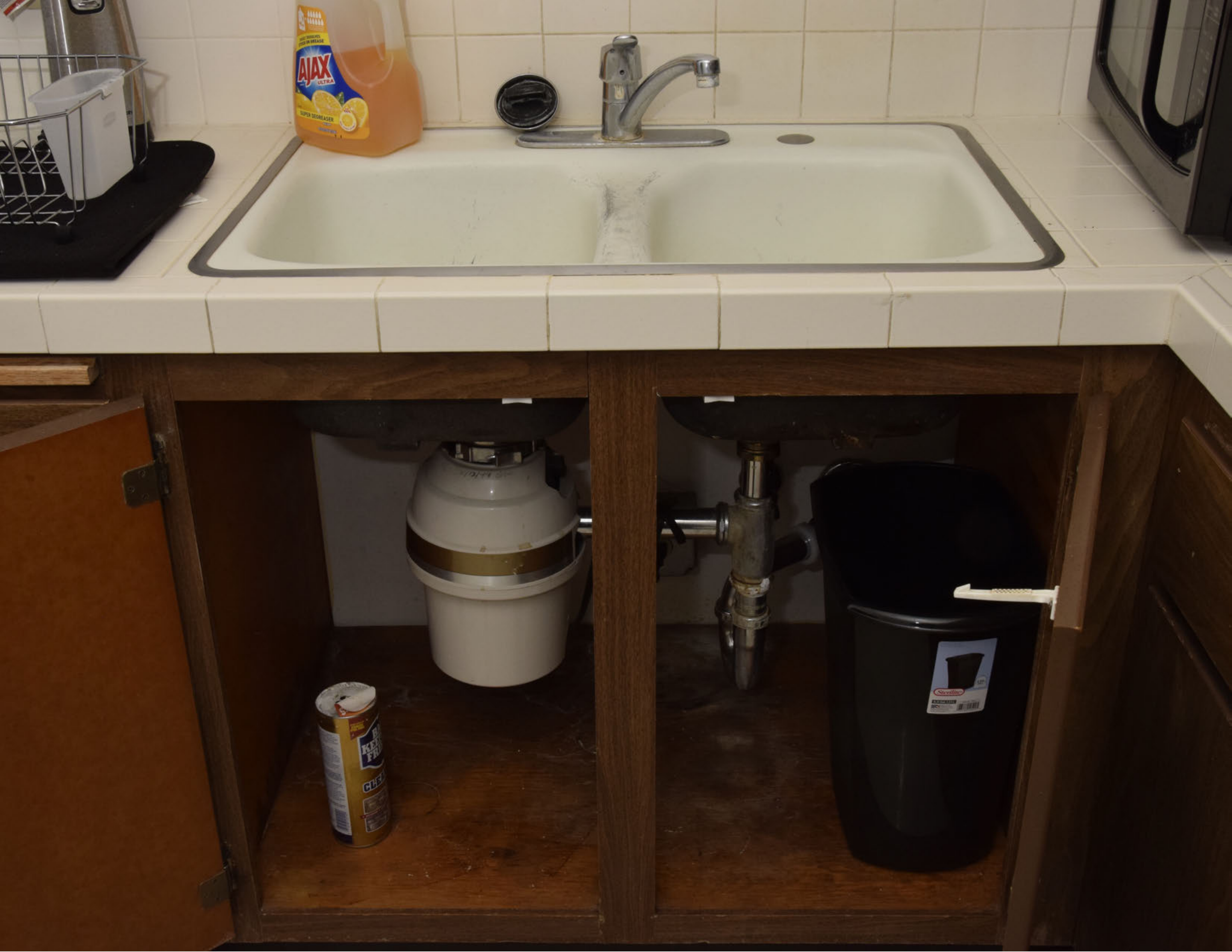
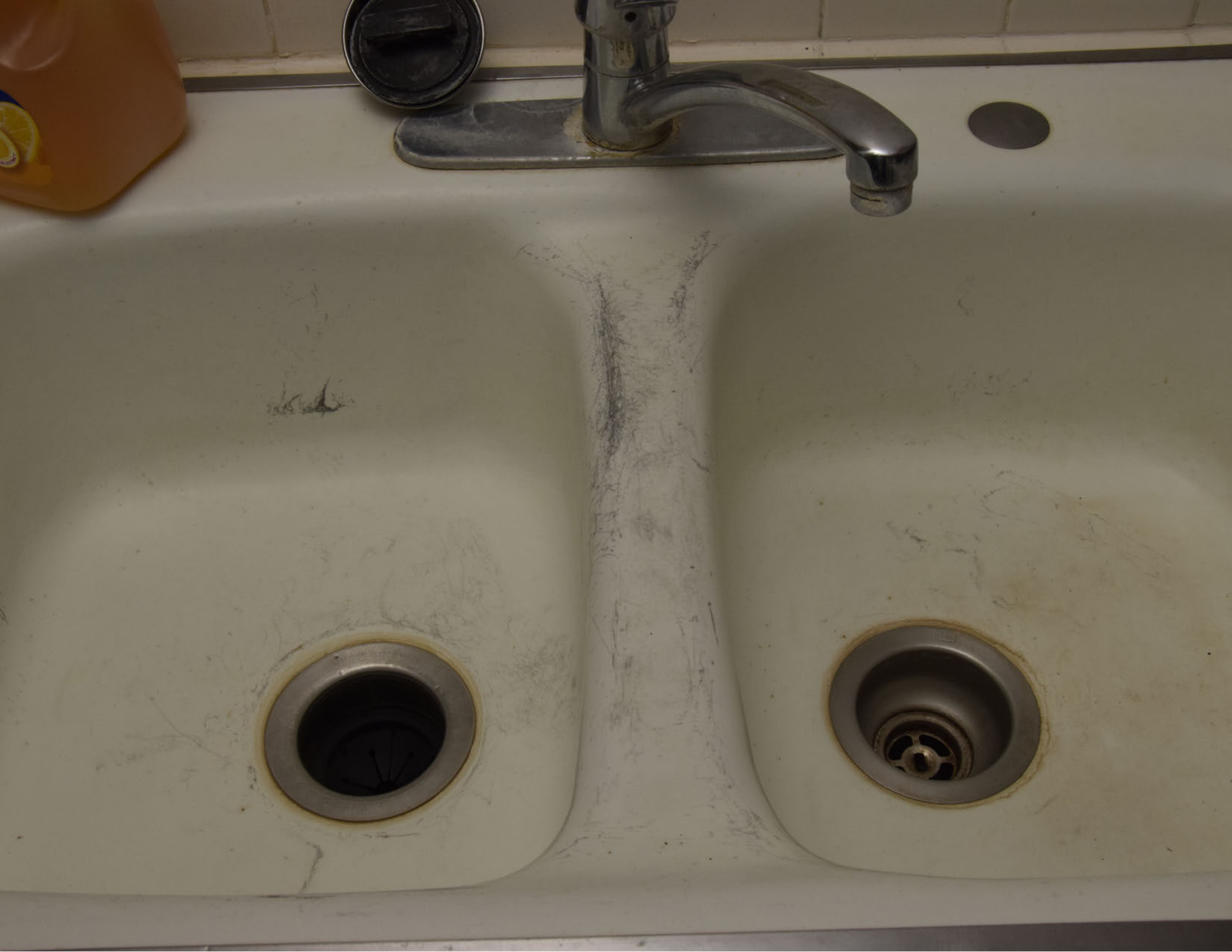
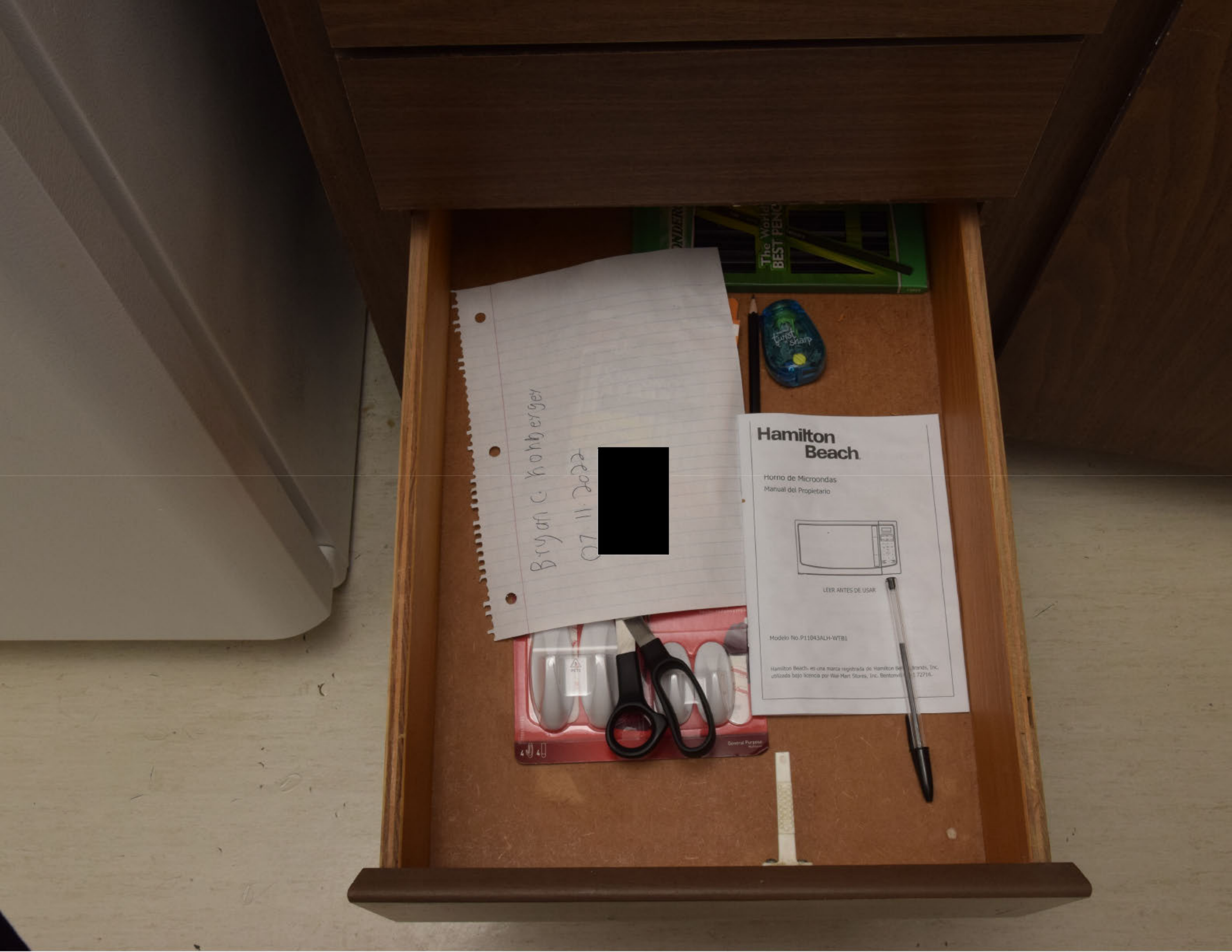

AJAX
ULTRA
SUPER DEGREASER

11/12/99 Glo.
BAR KEEPERS FRIEND
CLEANSER
STAINLESS STEEL SINKS
Sterilite
5.5 Gal. | 21L



Hamilton Beach
90oz
EASILY DISSOLV
STUCK ON GRE
AJAX
ULTR
LEMON
SUPER DEGREASER

MASTER
MASTER MECHANIC
PROJECT SOURCE
ReadyPost
Clear Mailing Tape
MASTER MECHANIC


The World's BEST PENCIL
twist n sharp
Bryan C. Kohberger
07 11 2022
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Manual del Propietario
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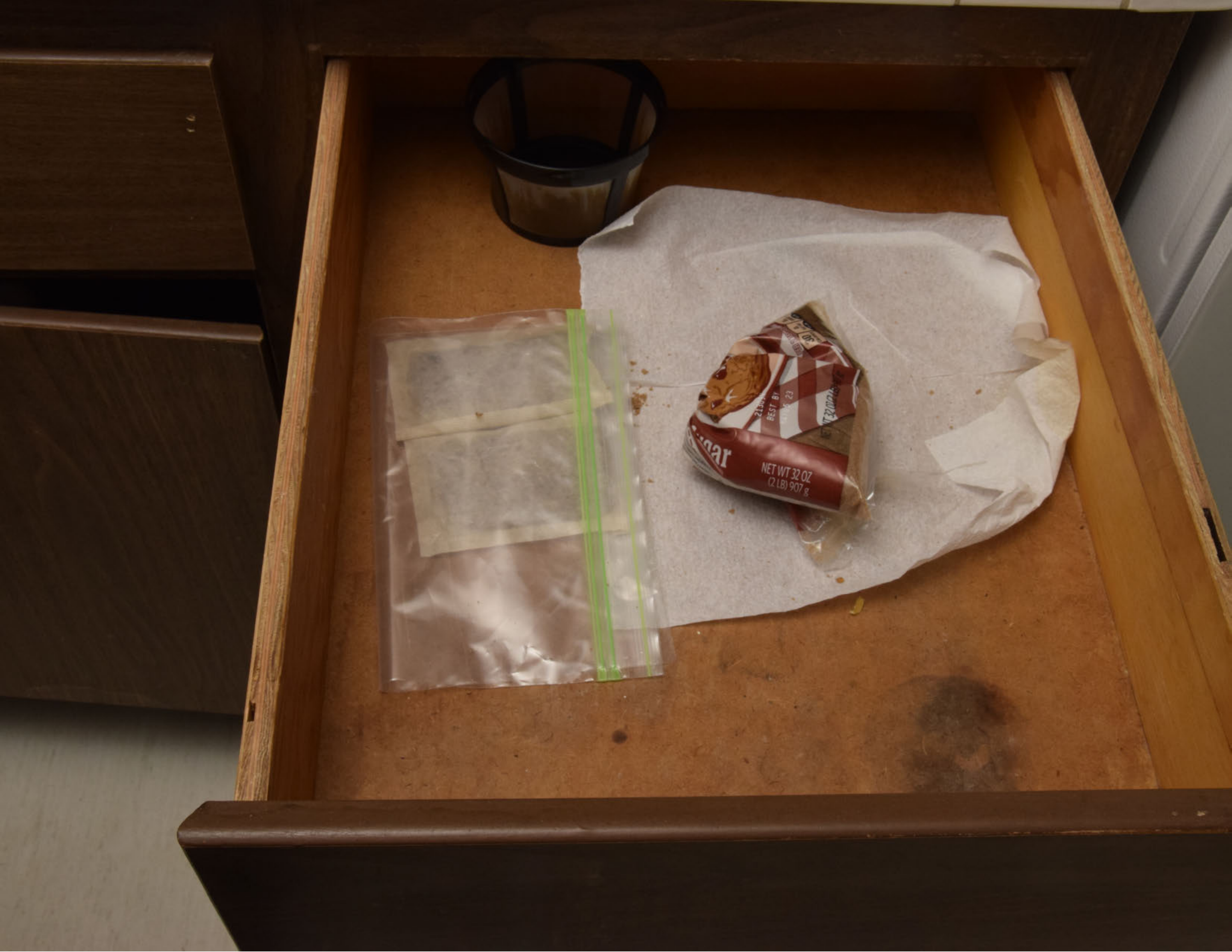
Modelo No.P11043ALH-WTB1
General Purpose

STAINLESS

Reynolds Wrap
EASY PREP EASY COOK EASY CLEAN
EVERYDAY
225 SQ FT
Non-Scratch
4 Scrub Sponges
Scotch-Brite
STAINLESS STEEL
AND REUSABLE



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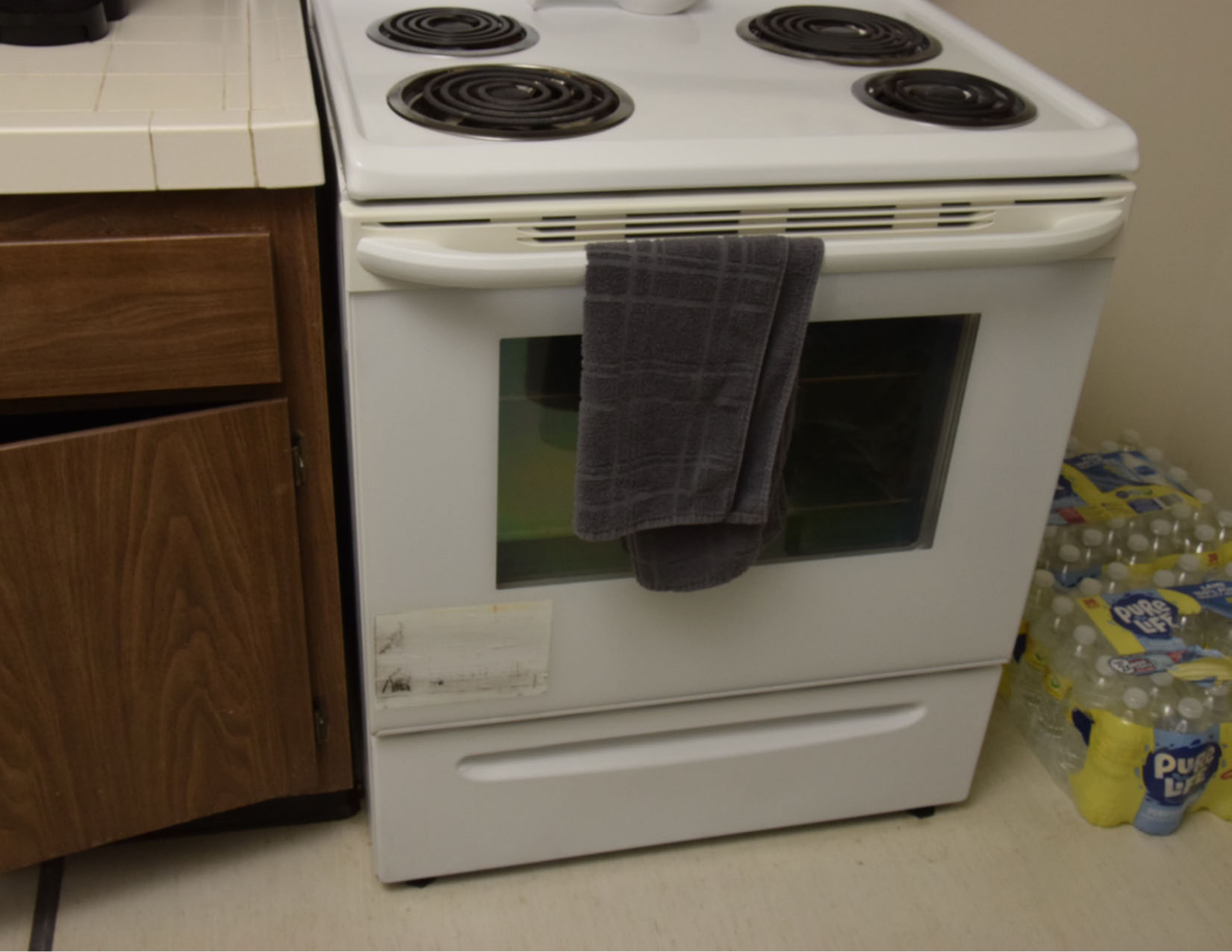
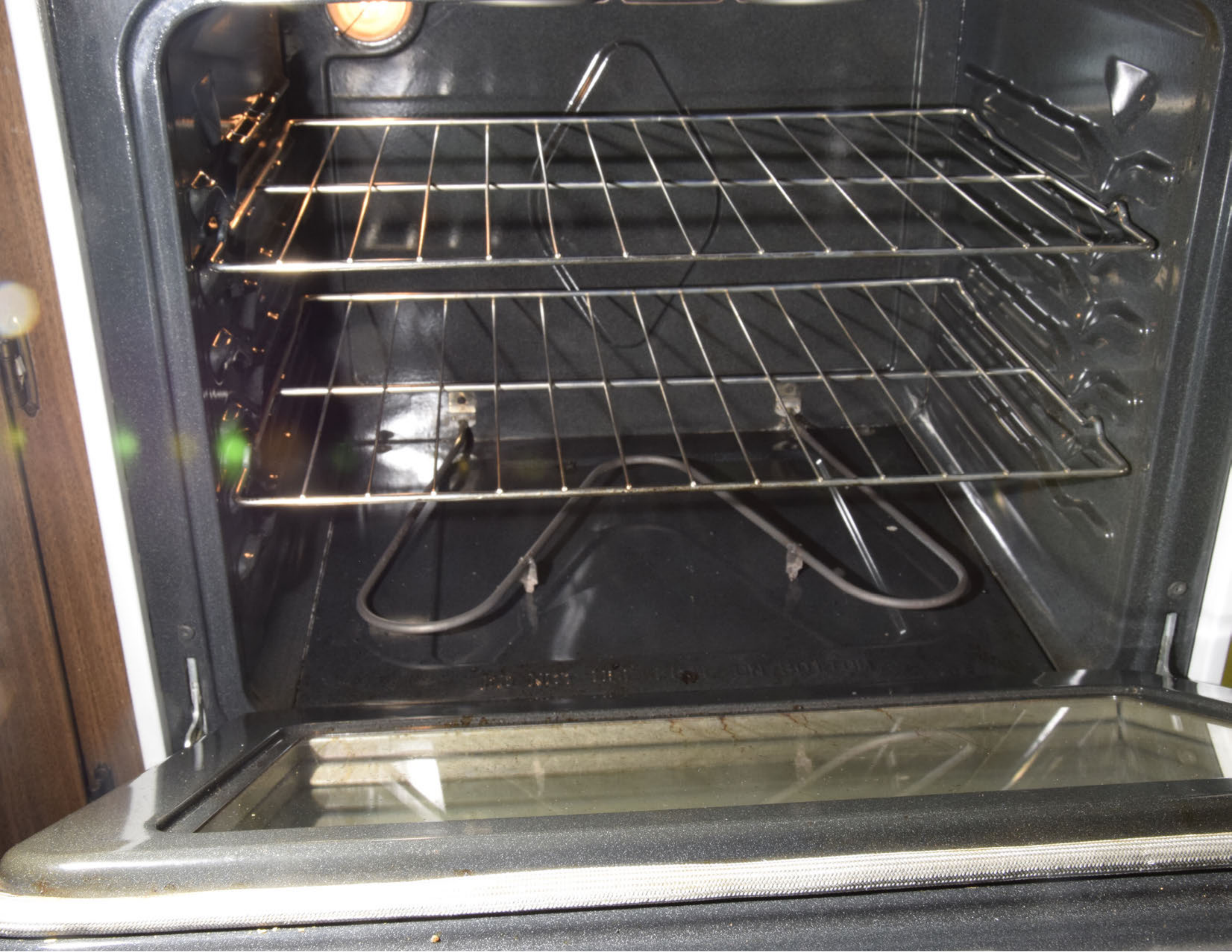
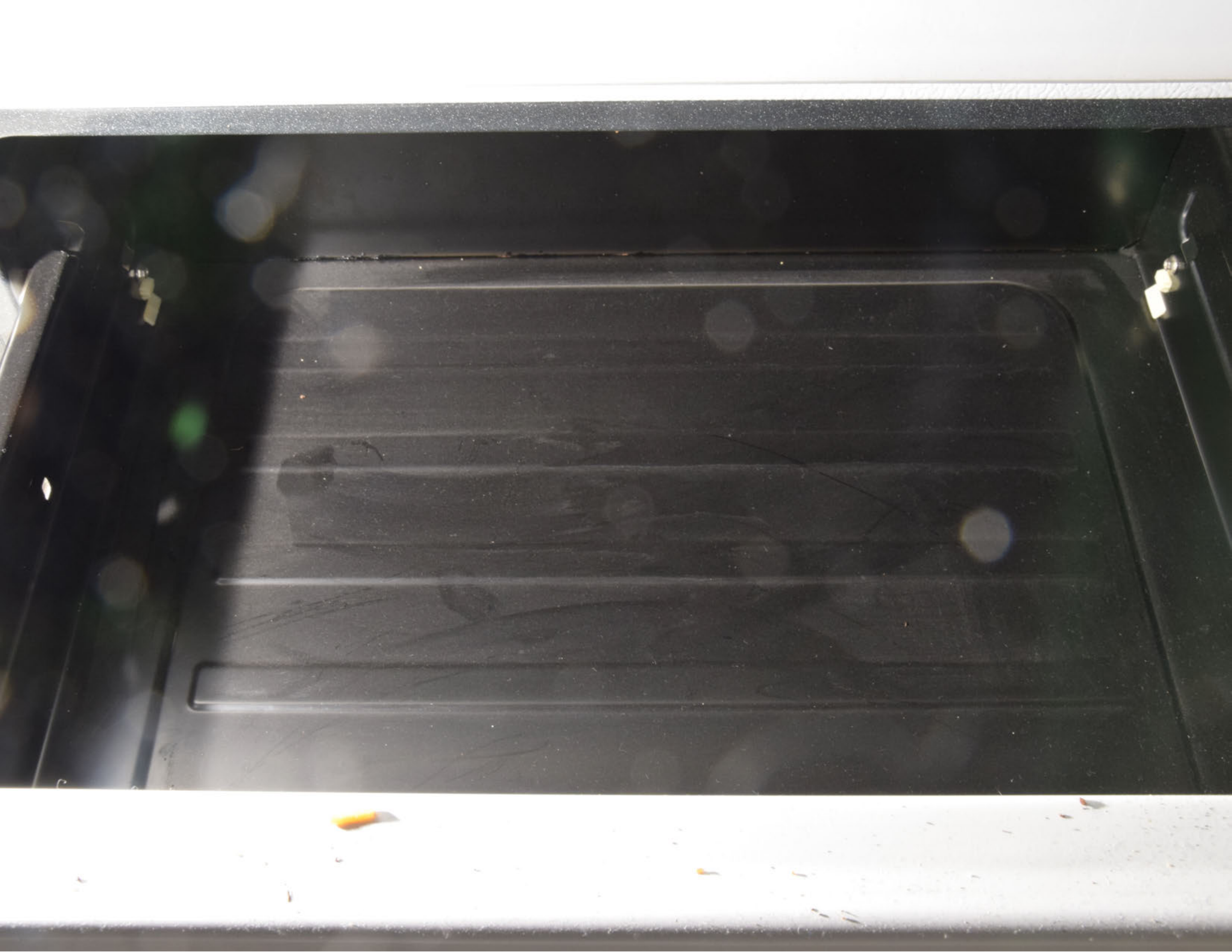
NET WT 32 OZ
(2 LB) 907 g


PURE LIFE
PURE LIFE





A
B
C

PURE LIFE
SAME 100% PURE QUALITY WATER
NEW LOOK
35

TOLLI
A VIRGIN
RICH
Triple Chocolate
Nutrition Facts
A
B
C
AMEREX

TOLLI
VIRGIN
E OIL
RICH
TASTE
Nutrition Facts
Triple Chocolate
Biscotti
Kraft
Family Greatly
SPAGHETTI

WORLD'S NO.1 OLIVE OIL BRAND
BERTOLLI
EXTRA VIRGIN OLIVE OIL
IDEAL FOR SALAD DRESSINGS, MARINADES AND BREAD DIPPING
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ACIDITY MAX 0.3%
NON GMO
TASTE INTENSITY
RICH TASTE
Nutrition Facts
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20-21 & 21-22 FEB.17.22 L24079 H12:56
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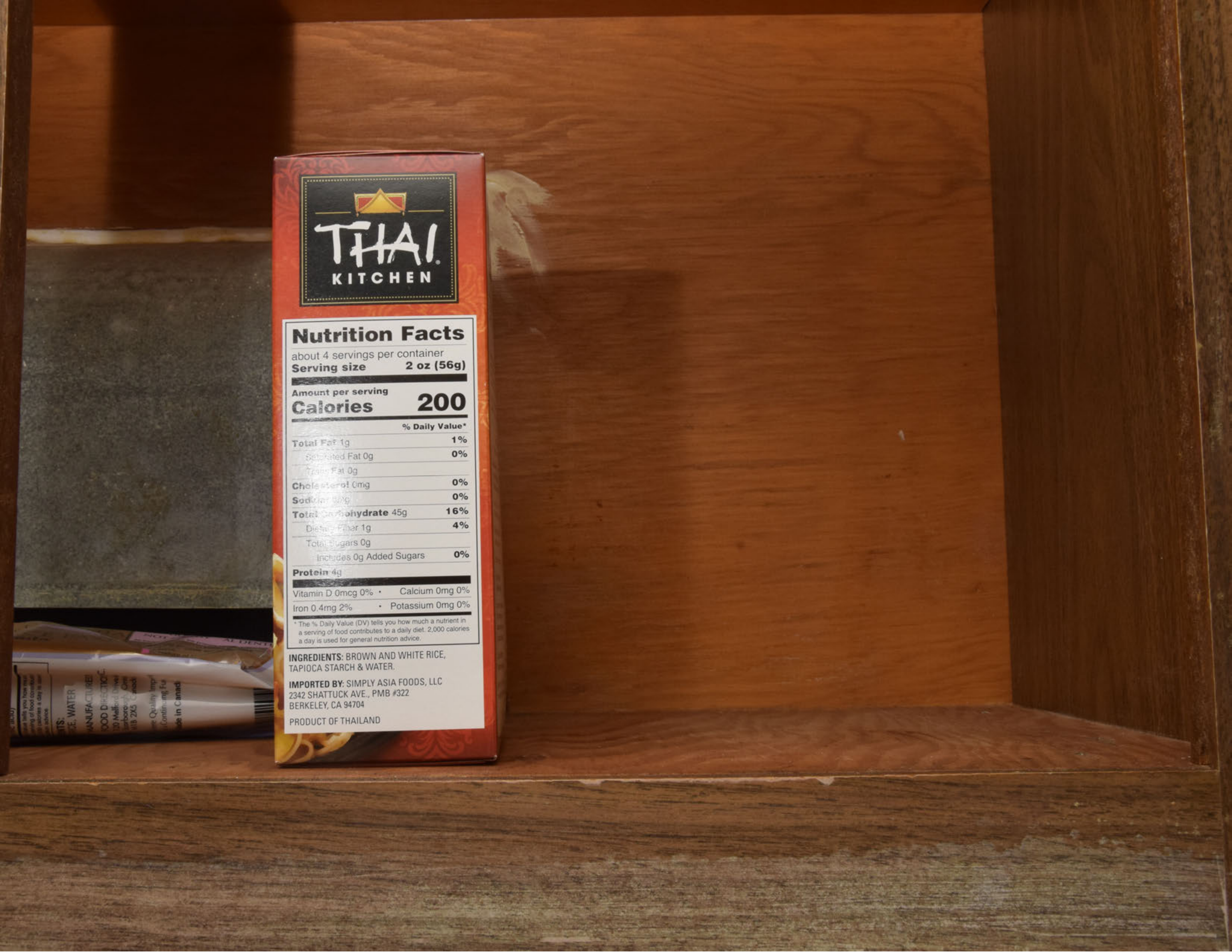
Employee-Owned Company
Bob's Red Mill
Muesli
Nutritious
Whole Grain
Italian-style
Diced Tomatoes
with basil, garlic & oregano
Nutrition Facts
Triple Chocolate
Biscotti
Kraft
Family Greatly
Spaghetti
북엇국
10.5g

BROAN

Brown
THAI KITCHEN
Nutrition Facts
Calories 200
BROAN

NET WT 32 OZ
(2 LB) 907g
Great Value
Natural
Brown
Long Grain Rice
2 lbs
BROWN
SPAGHETTI



Nutrition Facts

about 4 servings per container

Serving size	**2 oz (56g)**
Amount per serving	
Calories	**200**
	% Daily Value*
Total Fat 1g	**1%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 0mg	**0%**
Total Carbohydrate 45g	**16%**
Dietary Fiber 1g	**4%**
Total Sugars 0g	
Includes 0g Added Sugars	**0%**
Protein 4g	
Vitamin D 0mcg 0% •	Calcium 0mg 0%
Iron 0.4mg 2% •	Potassium 0mg 0%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

INGREDIENTS: BROWN AND WHITE RICE, TAPIOCA STARCH & WATER.

IMPORTED BY: SIMPLY ASIA FOODS, LLC
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BERKELEY, CA 94704

PRODUCT OF THAILAND

BEST BY
JUL 23 25 H
Great Value
Crushed Red Pepper
NET WT 1.75 OZ (50g)
Organic
Oregano Leaves

BEST BY
JUL 23 25 H
05:54
Potassium 0%
Soy Protein, Rice
Glycerin, Yeast Extract,
MAY CONTAIN TRACES OF MILK, EGGS, WHEAT AND SOY.
DISTRIBUTED BY: Wal-Mart Stores, Inc., Bentonville, AR 72716
FOR NUTRITION INFORMATION CONTACT ADDRESS ABOVE.
Great Quality. Great Price. Guaranteed.
DISTRIBUTED BY: Wal-Mart
Bentonville, AR 72716
FOR NUTRITION INFORMATION ADDRESS ABOVE.
Great Value
Crushed Red Pepper
NET WT

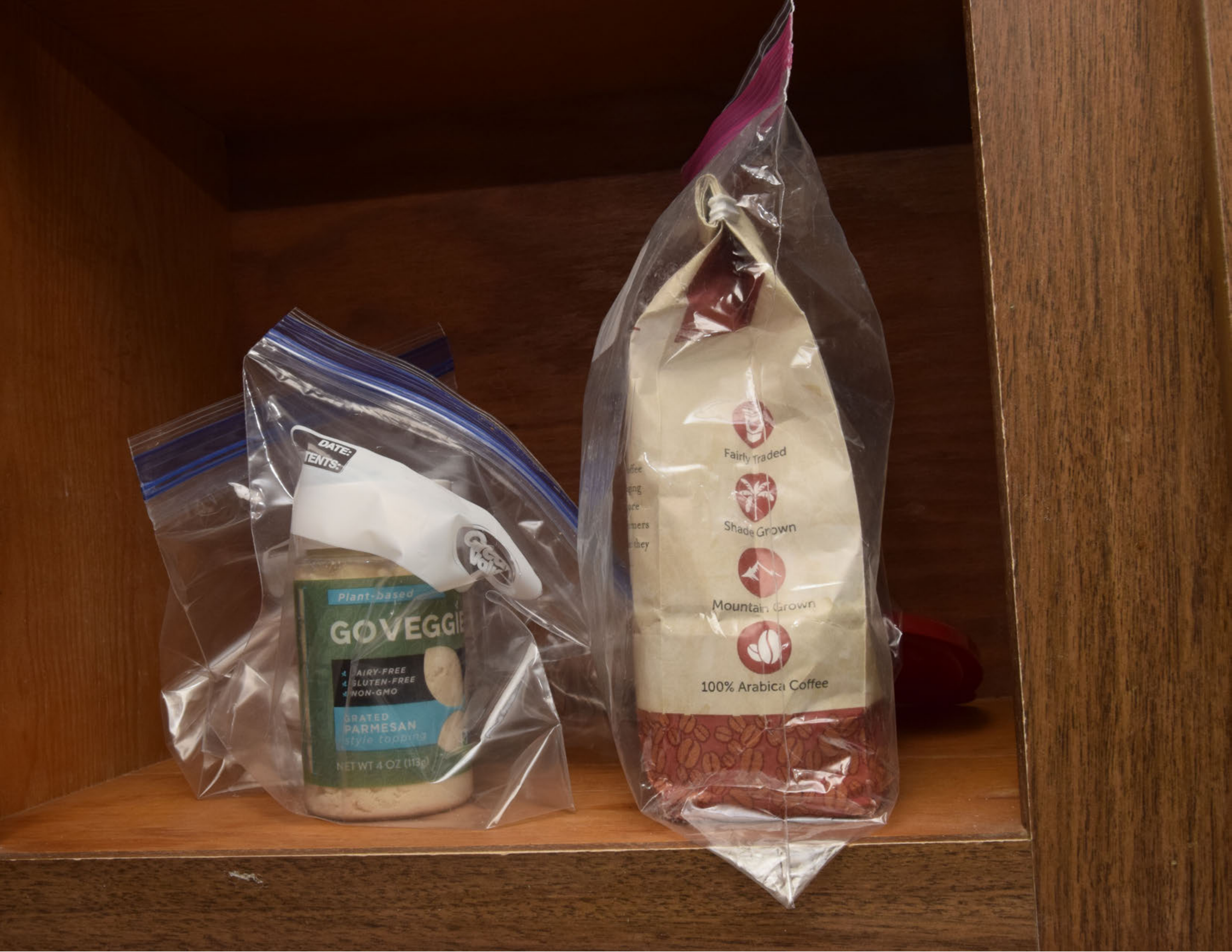
DECAF
HOUSE
BLEND
BREW LATER
BREW

THE STORY OF
DECAF HOUSE BLEND

CENTO
Nutrition Facts
Calories 120
Joe is good people.

Nutrition Facts
Calories 120
DEAR FRIENDS,
HOW TO USE THIS PRODUCT
VANILLA COCONUT POUND CAKE
Find more recipes at bobsredmill.com
For more information on our Sourced Non-GMO Pledge, visit bobsredmill.com/non-gmo
Joe is good people.
joeknowscoffee.com
GREAT TASTE
COOK CONFIDENTLY!
NOT A SODIUM FREE FOOD
Nutrition Facts
Calories 25

Hunt's
100%
NATURAL
TOMATO KETCHUP
THICKER & RICHER


DATE:
TENTS:
Plant-based
GOVEGGIE
DAIRY-FREE
GLUTEN-FREE
NON-GMO
GRATED
PARMESAN
style topping
NET WT 4 OZ (113g)
Fairly Traded
Shade Grown
Mountain Grown
100% Arabica Coffee

FRIGIDAIRE

Taters
AMERICANA
BEYOND MEAT
SICILIANA
BEYOND MEAT
AMERICANA
BEYOND MEAT
MEATLESS MEAT LOVER'S GLUTEN-FREE PIZZA
daiya
CAULIFLOWER PIZZA BOWL WITH PLANT BASED PEPPERONI
Taters

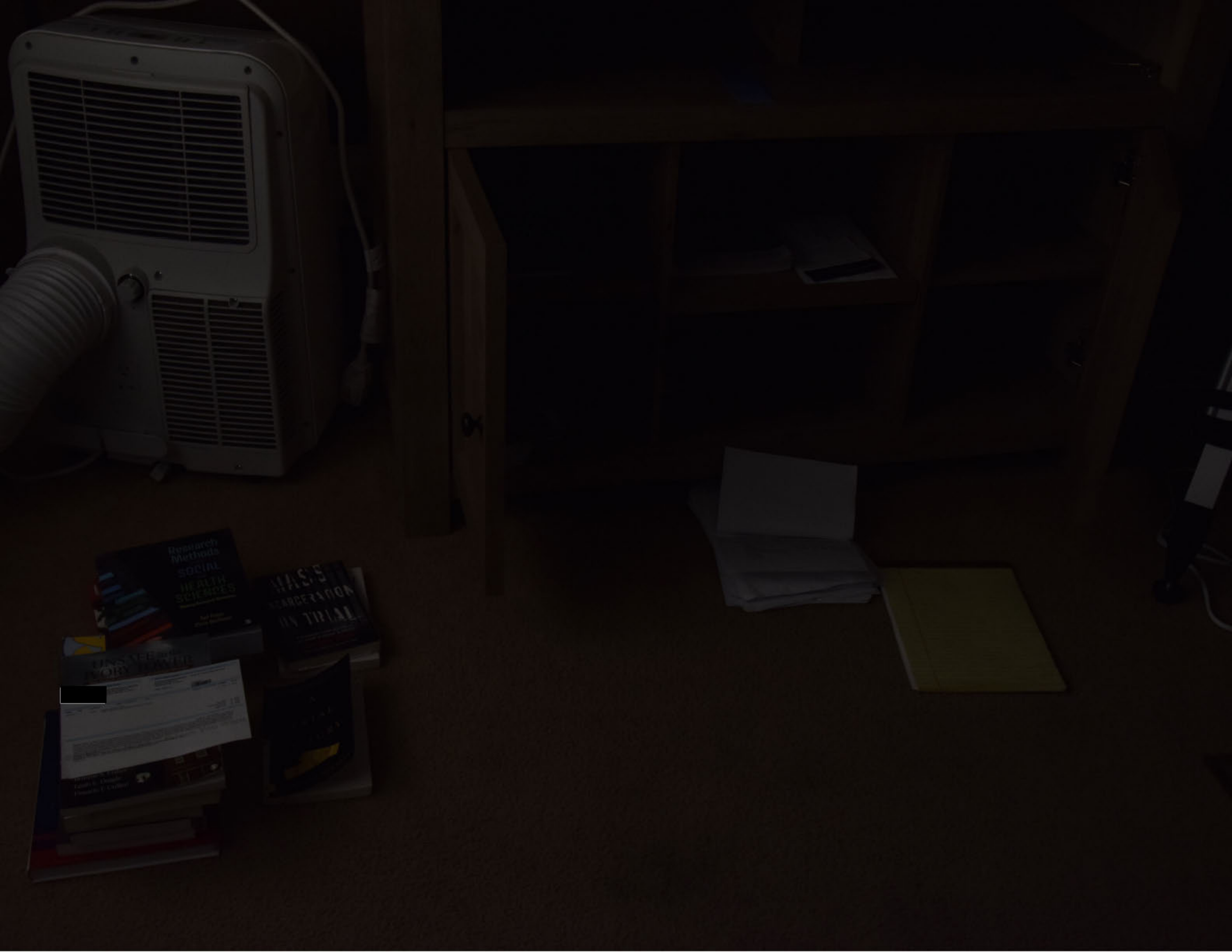
Great Value
Taters
Seasoned Shredded Potatoes
Sticky White Rice
Nutrition Facts
Calories 210
Oggi AMERICANA BEYOND MEAT
Oggi SICILIANA BEYOND MEAT
Oggi AMERICANA BEYOND MEAT
MEATLESS MEAT LOVER'S GLUTEN-FREE PIZZA
daiya deliciously dairy-free
CAULIFLOWER PIZZA BOWL WITH PLANT BASED PEPPERONI

Great Value
Taters
Seasoned Shredded Potatoes
2lb
Nutrition Facts
Calories 210

Pizza Oggi
AMERICANA
MADE WITH BEYOND MEAT
Pizza Oggi
SICILIANA
MADE WITH BEYOND MEAT
Pizza Oggi
AMERICANA
MADE WITH BEYOND MEAT
MEATLESS MEAT LOVER'S GLUTEN-FREE PIZZA
daiya
deliciously dairy-free
Tattooed Chef
BEST BY 02/22/2024
CAULIFLOWER PIZZA BOWL WITH PLANT BASED PEPPERONI
Signature SELECT
PAD THAI WITH TOFU
NOODLE BOWL
Signature SELECT
PAD THAI WITH TOFU
NOODLE BOWL
INGREDIENTS
CRUST: CAULIFLOWER, CORN STARCH, RICE FLOUR, POTATO STARCH, INULIN, PSYLLIUM HUSK POWDER, WATER, DEXTROSE, FRUCTOSE, MODIFIED CELLULOSE, YEAST, EXTRA VIRGIN OLIVE OIL,
BROWN CANE SUGAR, SEA SALT. TOPPING: BEYOND BEEF® CRUMBLES ITALIAN SAUSAGE (WATER, PEA PROTEIN, CANOLA OIL, NATURAL FLAVORS, SPICES, GARLIC POWDER, CITRIC ACID), TOMATO
SAUCE (TOMATOES, BLEND OF EXTRA VIRGIN OLIVE OIL AND SUNFLOWER OIL, SALT, OREGANO, BLACK PEPPER, GRANULATED GARLIC, NATURALLY DERIVED CITRIC ACID), VEGAN MOZZARELLA
(FILTERED WATER, POTATO STARCH, COCONUT OIL, MODIFIED STARCHES (POTATO), SEA SALT, IMITATION MOZZARELLA FLAVOR (VEGAN SOURCE), CITRUS FIBER, SORBIC ACID, BETA CAROTENE),
RED ONION, BALSAMIC VINEGAR (WINE VINEGAR, CONCENTRATED GRAPE MUST, CARAMEL COLORING) (SULFITES). CONTAINS: COCONUT, SULFITES.

FOLLOW YOUR HEART
Mozzarella
lightlife
Plant-Based Hot Dogs
Almond Breeze
Almond Breeze
THICK
TOSTITOS
HUMMUS
tofu
FOLLOW YOUR HEART
Nutrition Facts
Calories
80

Almond Breeze
Almond Breeze
College Inn
Nutrition Facts
THICK
ROASTED GARLIC HUMMUS
FOUR HEART
Mozzarella
tofu
SMART DOGS
Plant-Based Hot Dogs


Research Methods
SOCIAL
HEALTH SCIENCES
MASS INCARCERATION ON TRIAL

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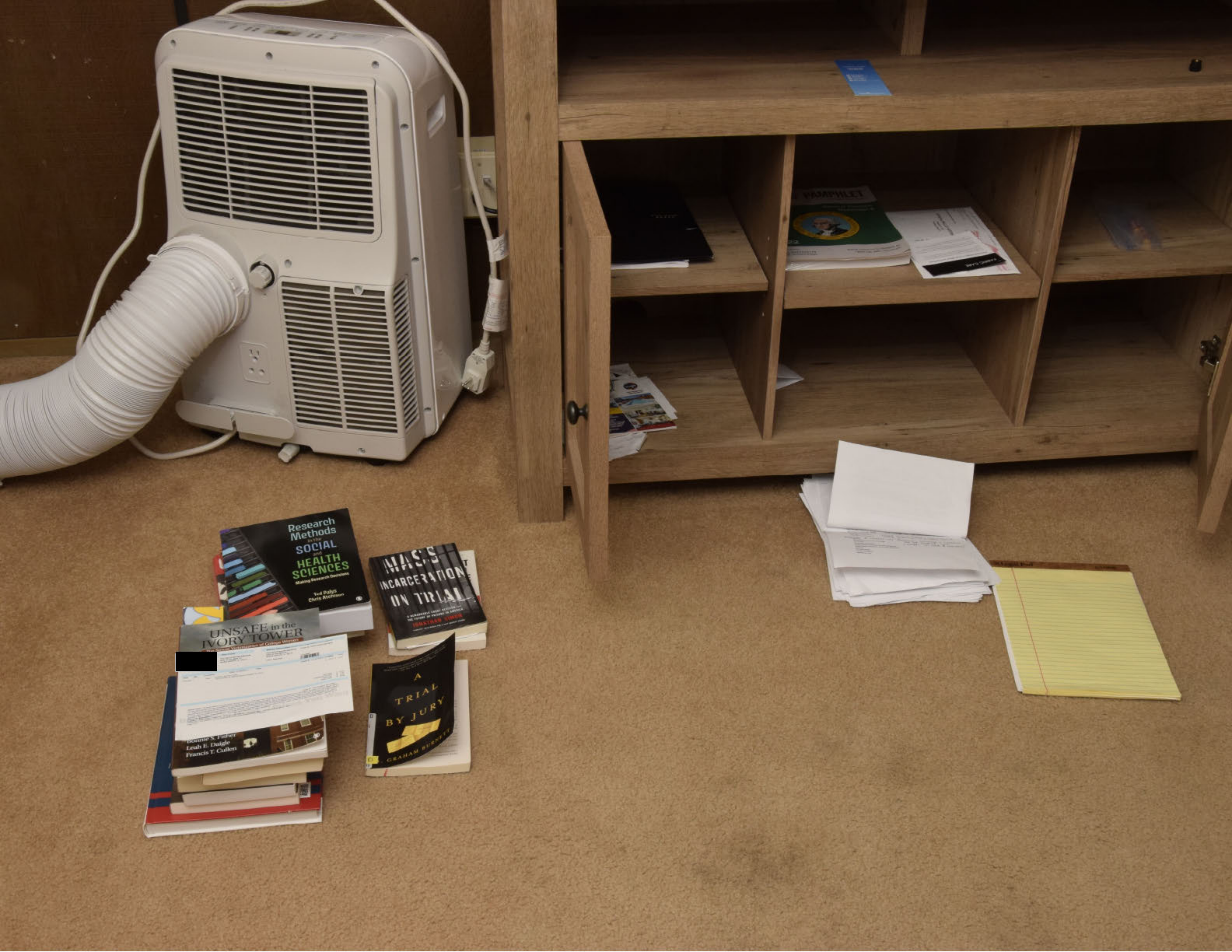
Research Methods in the SOCIAL and HEALTH SCIENCES
Making Research Decisions
Ted Palys
Chris Atkinson
MASS INCARCERATION ON TRIAL
JONATHAN SIMON
UNSAFE in the IVORY TOWER
Bonnie S. Fisher
Leah E. Daigle
Francis T. Cullen
A TRIAL BY JURY
D. GRAHAM BURNETT
PAMPHLET

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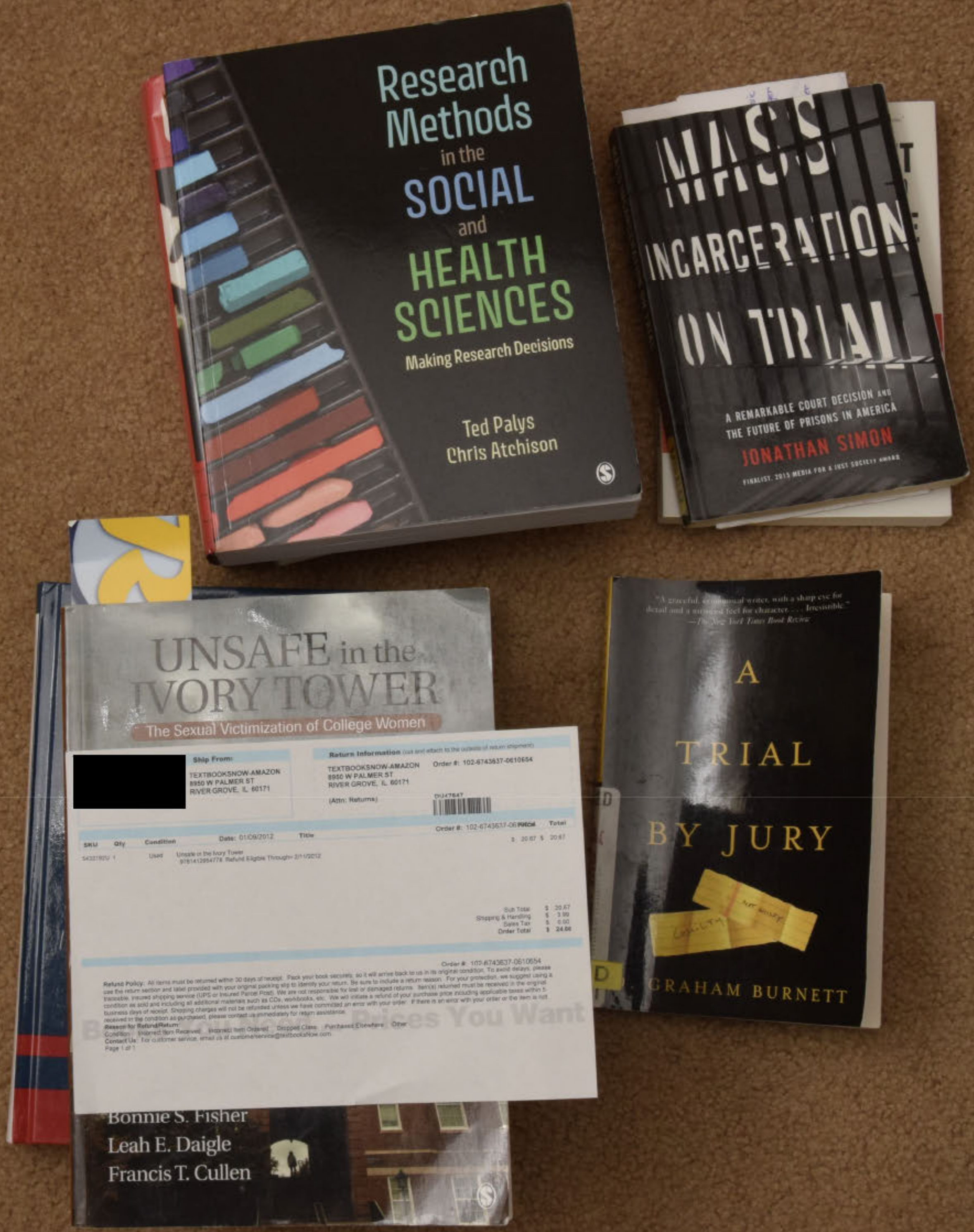
Research Methods in the SOCIAL and HEALTH SCIENCES
Making Research Decisions
Ted Palys
Chris Atchison
MASS INCARCERATION ON TRIAL
A REMARKABLE COURT DECISION AND THE FUTURE OF PRISONS IN AMERICA
JONATHAN SIMON
FINALIST, 2015 MEDIA FOR A JUST SOCIETY AWARD
UNSAFE in the IVORY TOWER
The Sexual Victimization of College Women
Bonnie S. Fisher
Leah E. Daigle
Francis T. Cullen
A TRIAL BY JURY
GRAHAM BURNETT

[redacted]

Ship From:

TEXTBOOKSNOW-AMAZON
8950 W PALMER ST
RIVER GROVE, IL 60171

Return Information (cut and attach to the outside of return shipment)

TEXTBOOKSNOW-AMAZON
8950 W PALMER ST
RIVER GROVE, IL 60171

(Attn: Returns)

Order #: 102-6743637-0610654

Order #: 102-6743637-06

Date: 01/09/2012

SKU	Qty	Condition	Title	Price	Total
[illegible]	1	Used	Unsafe in the Ivory Tower 9781412954778 Refund Eligible Through= 2/11/2012	$ 20.67	$ 20.67

Sub Total	$ 20.67
Shipping & Handling	$ 3.99
Sales Tax	$ 0.00
Order Total	$ 24.66

Order #: 102-6743637-0610654

Refund Policy: All items must be returned within 30 days of receipt. Pack your book securely, so it will arrive back to us in its original condition. To avoid delays, please use the return section and label provided with your original packing slip to identify your return. Be sure to include a return reason. For your protection, we suggest using a traceable, insured shipping service (UPS or Insured Parcel Post). We are not responsible for lost or damaged returns. Item(s) returned must be received in the original condition as sold and including all additional materials such as CDs, workbooks, etc. We will initiate a refund of your purchase price including applicable taxes within 5 business days of receipt. Shipping charges will not be refunded unless we have committed an error with your order. If there is an error with your order or the item is not received in the condition as purchased, please contact us immediately for return assistance.

Reason for Refund/Return:
Condition Incorrect Item Received Incorrect Item Ordered Dropped Class Purchased Elsewhere Other

Contact Us: For customer service, email us at customerservice@textbooksnow.com

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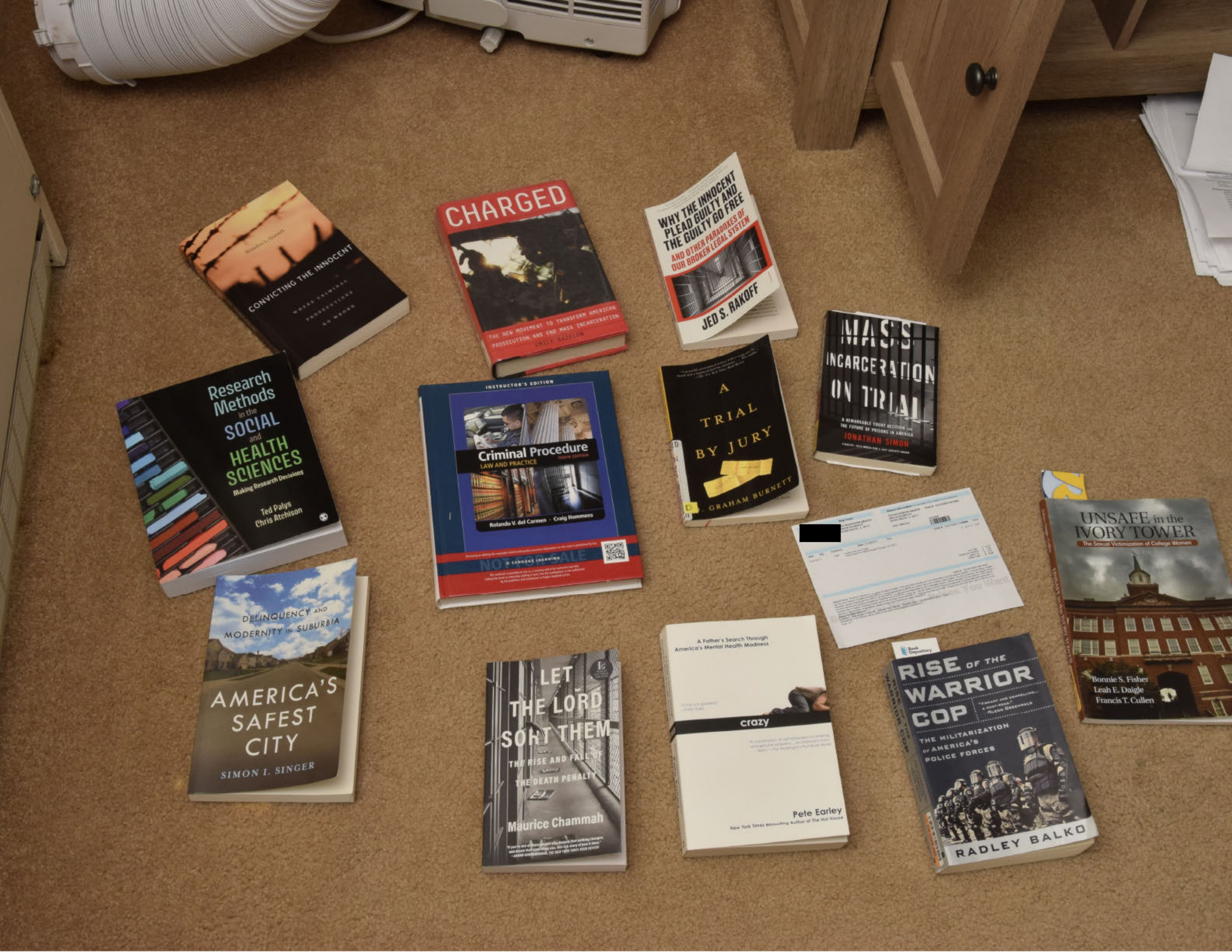
Brandon L. Garrett
CONVICTING THE INNOCENT
WHERE CRIMINAL PROSECUTIONS GO WRONG
CHARGED
THE NEW MOVEMENT TO TRANSFORM AMERICAN PROSECUTION AND END MASS INCARCERATION
EMILY BAZELON
WHY THE INNOCENT PLEAD GUILTY AND THE GUILTY GO FREE
AND OTHER PARADOXES OF OUR BROKEN LEGAL SYSTEM
JED S. RAKOFF
MASS INCARCERATION ON TRIAL
A REMARKABLE COURT DECISION AND THE FUTURE OF PRISONS IN AMERICA
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Research Methods in the SOCIAL and HEALTH SCIENCES
Making Research Decisions
Ted Palys
Chris Atchison
INSTRUCTOR'S EDITION
Criminal Procedure
LAW AND PRACTICE
TENTH EDITION
Rolando V. del Carmen · Craig Hemmens
NOT FOR SALE
CENGAGE LEARNING
A TRIAL BY JURY
D. GRAHAM BURNETT
UNSAFE in the IVORY TOWER
The Sexual Victimization of College Women
Bonnie S. Fisher
Leah E. Daigle
Francis T. Cullen
DELINQUENCY AND MODERNITY IN SUBURBIA
AMERICA'S SAFEST CITY
SIMON I. SINGER
LET THE LORD SORT THEM
THE RISE AND FALL OF THE DEATH PENALTY
Maurice Chammah
A Father's Search Through America's Mental Health Madness
crazy
Pete Earley
New York Times Bestselling Author of The Hot House
Book Depository
RISE OF THE WARRIOR COP
THE MILITARIZATION OF AMERICA'S POLICE FORCES
RADLEY BALKO

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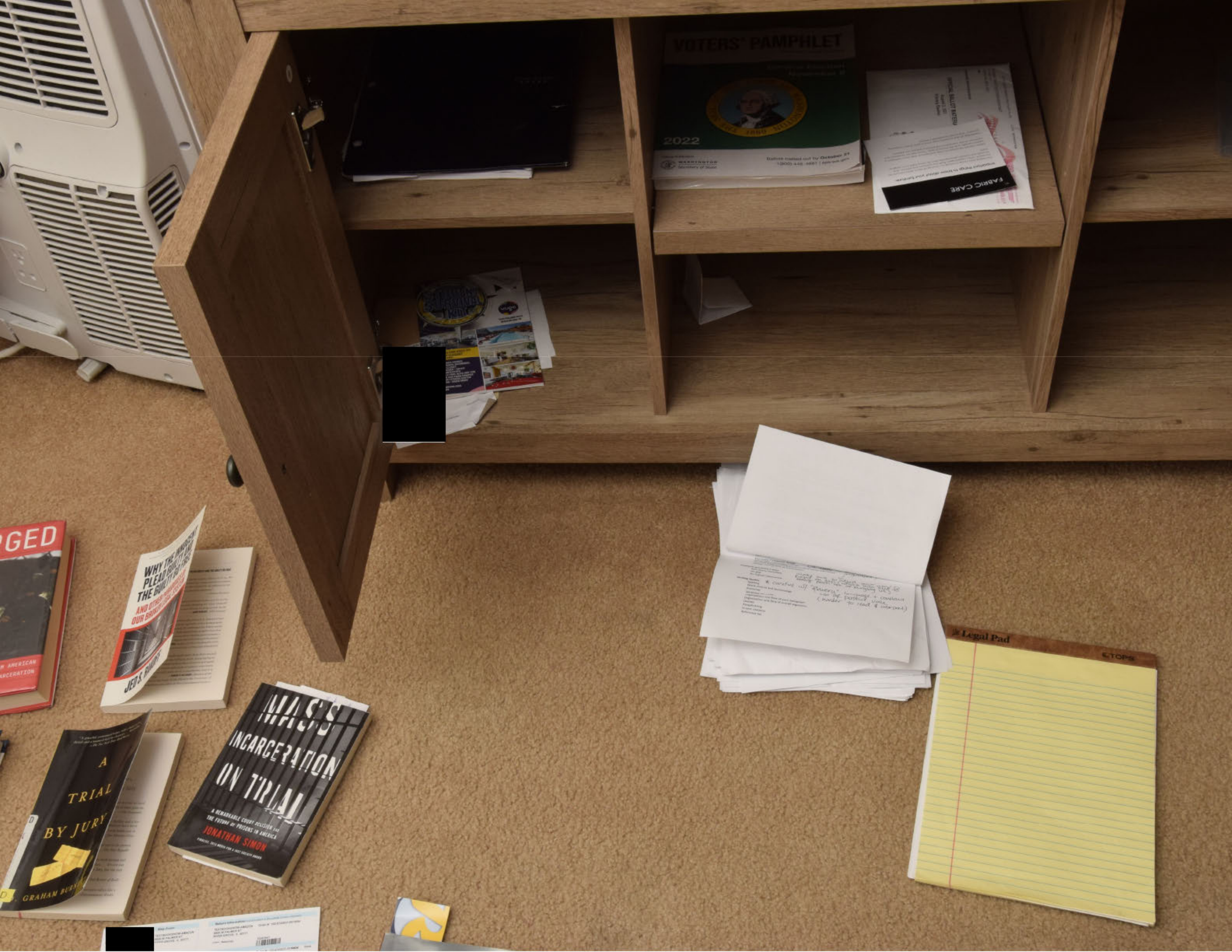
VOTERS' PAMPHLET
2022
FABRIC CARE
WHY THE INNOCENT PLEAD GUILTY AND THE GUILTY GO FREE
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MASS INCARCERATION ON TRIAL
JONATHAN SIMON
A TRIAL BY JURY
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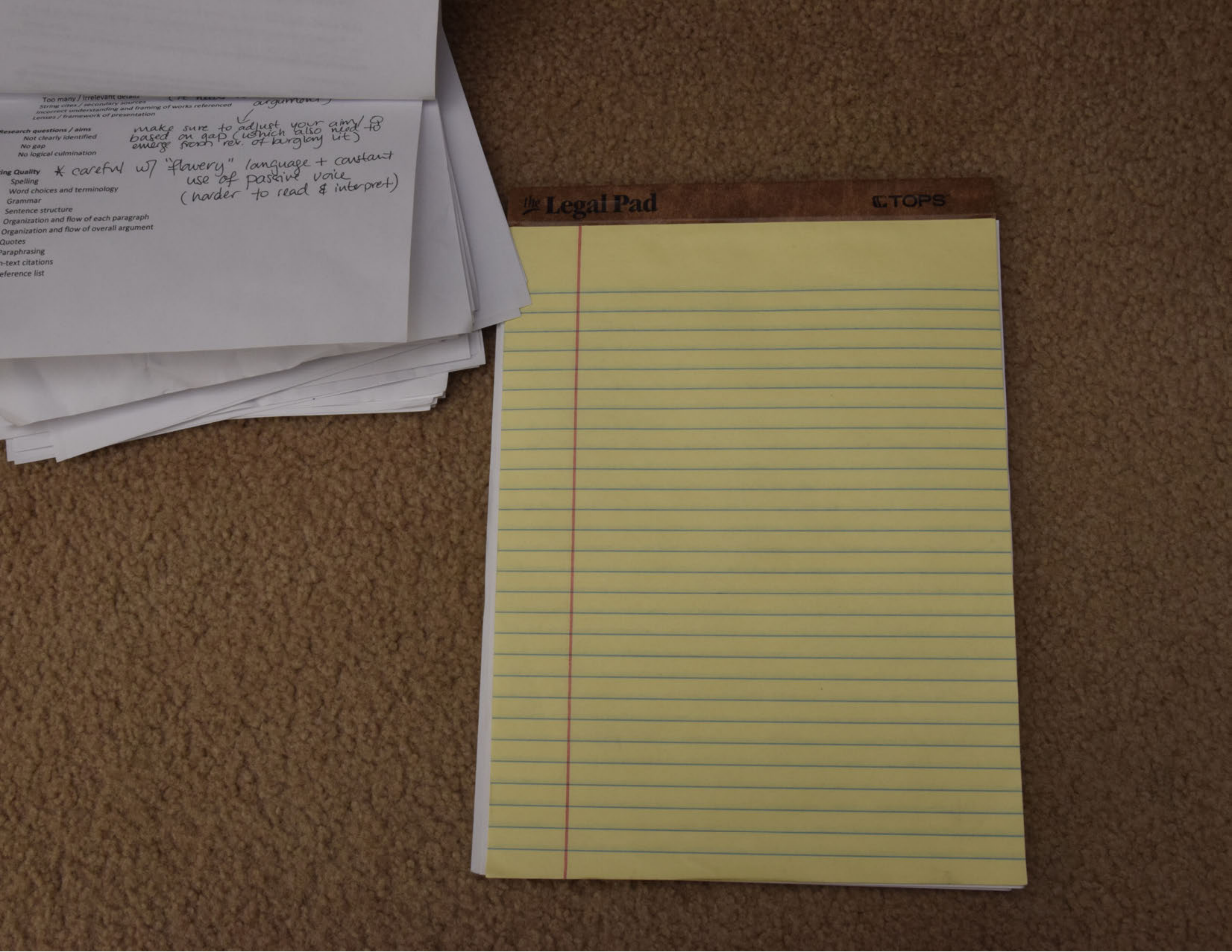


Too many / irrelevant detail
String cites / secondary sources
Incorrect understanding and framing of works referenced
Lenses / framework of presentation

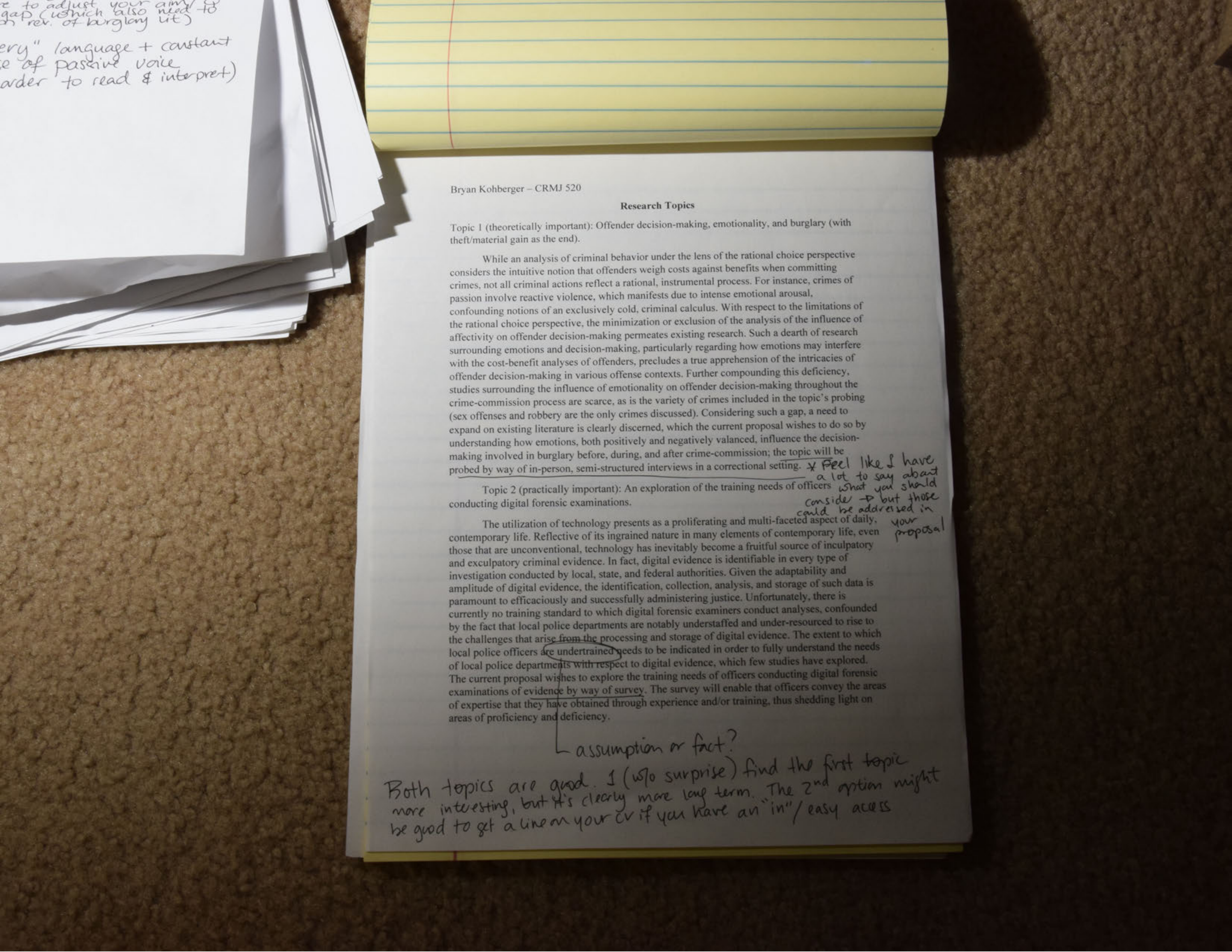
[illegible] argument)

Research questions / aims
Not clearly identified
No gap
No logical culmination

make sure to adjust your aim/Q based on gap (which also need to emerge from rev. of burglary lit)

ing Quality
Spelling
Word choices and terminology
Grammar
Sentence structure
Organization and flow of each paragraph
Organization and flow of overall argument
Quotes
Paraphrasing
n-text citations
eference list

* careful w/ "flowery" language + constant use of passive voice (harder to read & interpret)



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Bryan Kohberger – CRMJ 520

Research Topics

Topic 1 (theoretically important): Offender decision-making, emotionality, and burglary (with theft/material gain as the end).

While an analysis of criminal behavior under the lens of the rational choice perspective considers the intuitive notion that offenders weigh costs against benefits when committing crimes, not all criminal actions reflect a rational, instrumental process. For instance, crimes of passion involve reactive violence, which manifests due to intense emotional arousal, confounding notions of an exclusively cold, criminal calculus. With respect to the limitations of the rational choice perspective, the minimization or exclusion of the analysis of the influence of affectivity on offender decision-making permeates existing research. Such a dearth of research surrounding emotions and decision-making, particularly regarding how emotions may interfere with the cost-benefit analyses of offenders, precludes a true apprehension of the intricacies of offender decision-making in various offense contexts. Further compounding this deficiency, studies surrounding the influence of emotionality on offender decision-making throughout the crime-commission process are scarce, as is the variety of crimes included in the topic's probing (sex offenses and robbery are the only crimes discussed). Considering such a gap, a need to expand on existing literature is clearly discerned, which the current proposal wishes to do so by understanding how emotions, both positively and negatively valanced, influence the decision-making involved in burglary before, during, and after crime-commission; the topic will be probed by way of in-person, semi-structured interviews in a correctional setting.

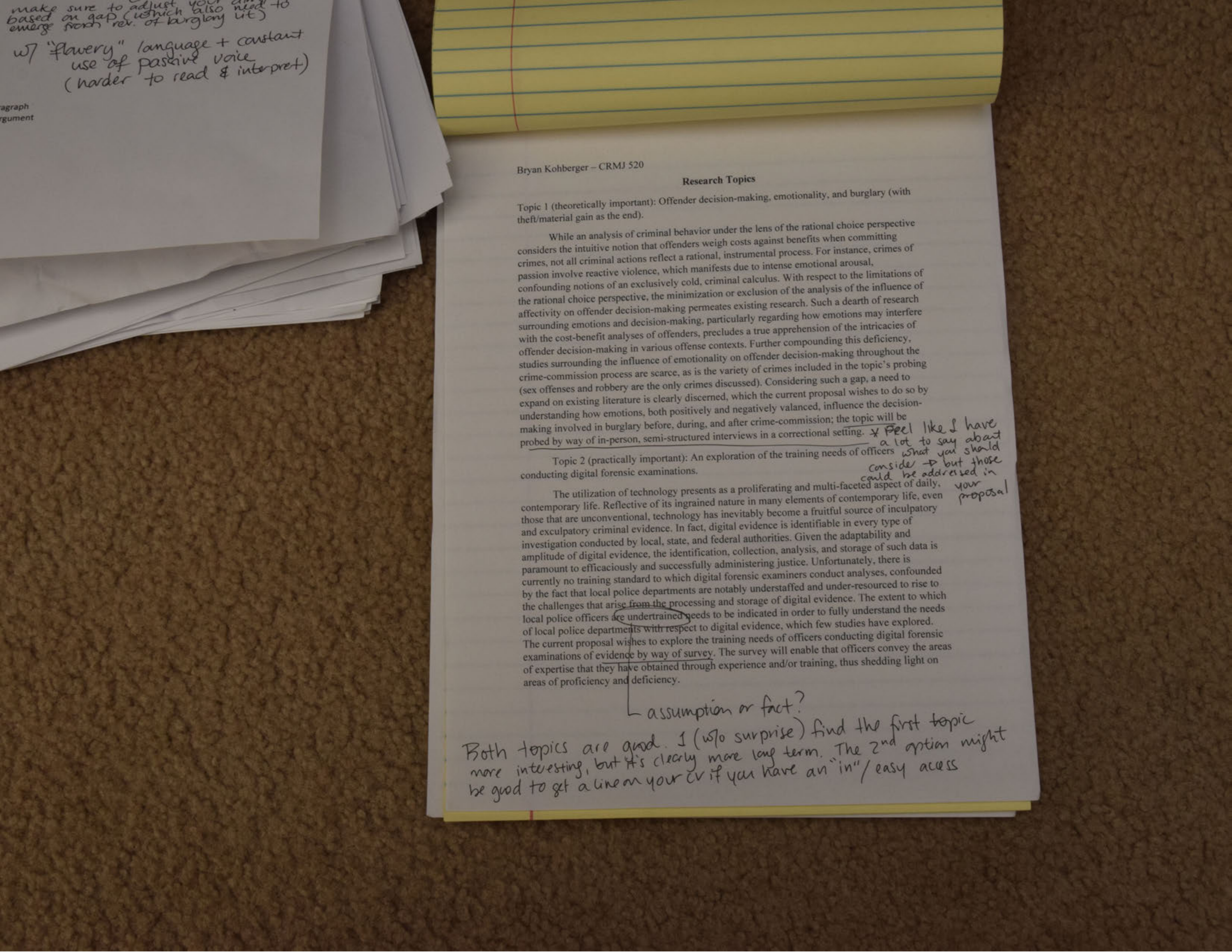
* Feel like I have a lot to say about what you should conside → but those could be addressed in your proposal

Topic 2 (practically important): An exploration of the training needs of officers conducting digital forensic examinations.

The utilization of technology presents as a proliferating and multi-faceted aspect of daily, contemporary life. Reflective of its ingrained nature in many elements of contemporary life, even those that are unconventional, technology has inevitably become a fruitful source of inculpatory and exculpatory criminal evidence. In fact, digital evidence is identifiable in every type of investigation conducted by local, state, and federal authorities. Given the adaptability and amplitude of digital evidence, the identification, collection, analysis, and storage of such data is paramount to efficaciously and successfully administering justice. Unfortunately, there is currently no training standard to which digital forensic examiners conduct analyses, confounded by the fact that local police departments are notably understaffed and under-resourced to rise to the challenges that arise from the processing and storage of digital evidence. The extent to which local police officers are undertrained needs to be indicated in order to fully understand the needs of local police departments with respect to digital evidence, which few studies have explored. The current proposal wishes to explore the training needs of officers conducting digital forensic examinations of evidence by way of survey. The survey will enable that officers convey the areas of expertise that they have obtained through experience and/or training, thus shedding light on areas of proficiency and deficiency.

assumption or fact?

Both topics are good. I (w/o surprise) find the first topic more interesting, but it's clearly more long term. The 2nd option might be good to get a line on your cv if you have an "in"/easy access



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SCIUMBATO

State v. Stewart

Facts:

- Peggy Stewart, the Defendant, was charged with first degree murder after she killed her husband when he was sleeping. Stewart's husband would repeatedly abuse both Peggy and both her daughters, Carla, and Laura. The husband repeatedly put a gun to Peggy's head, forced her to commit sexual acts, such as oral sex, and killed one of her cats. Stewart presented the case that she killed him in self-defense and was supported by testimony from her daughters. Stewart had escaped from her husband and entered a hospital where she told a nurse that she wanted to shoot her husband. Her husband collected her from the hospital and threatened to kill her if she every left again. Stewart that night then took a loaded gun and shot her husband while he was sleeping.

Could be reduced but...

Issue:

- Whether ~~the criminal defendant can apply for~~ with a defense based on battered woman's syndrome, the threat the defendant is facing must be imminent ~~or the defense will no longer be applicable~~?

Rule:

- ~~Yes~~. For a criminal defendant to claim self-defense based on battered woman's syndrome, the threat the defendant is facing must be imminent otherwise the defense cannot be used or applicable.

Perhaps re-orient to emphasize "imminence"

Analysis:

- The court held ~~to the~~ such that opinion that because there was no imminent danger present at the time of the act, self-defense could not be used. Reasonableness is central to the idea of self-defense and the idea that the defendant was in imminent danger, and that the defendant used the proper amount of force to go against that danger. The court did acknowledge that Peggy Stewart had been abused by her husband and that her children had suffered harm under him as well. However, the court did see that the reasonableness of shooting her husband in his sleep while the threat of imminent danger was not present, did not fall under the claim of self-defense. The court also looked at the facts that Peggy Stewart at the time had access to two different vehicles and was in position of leaving her situation instead of shooting her husband. Therefore, leading to the court denying Peggy Stewart's appeal of not guilty.

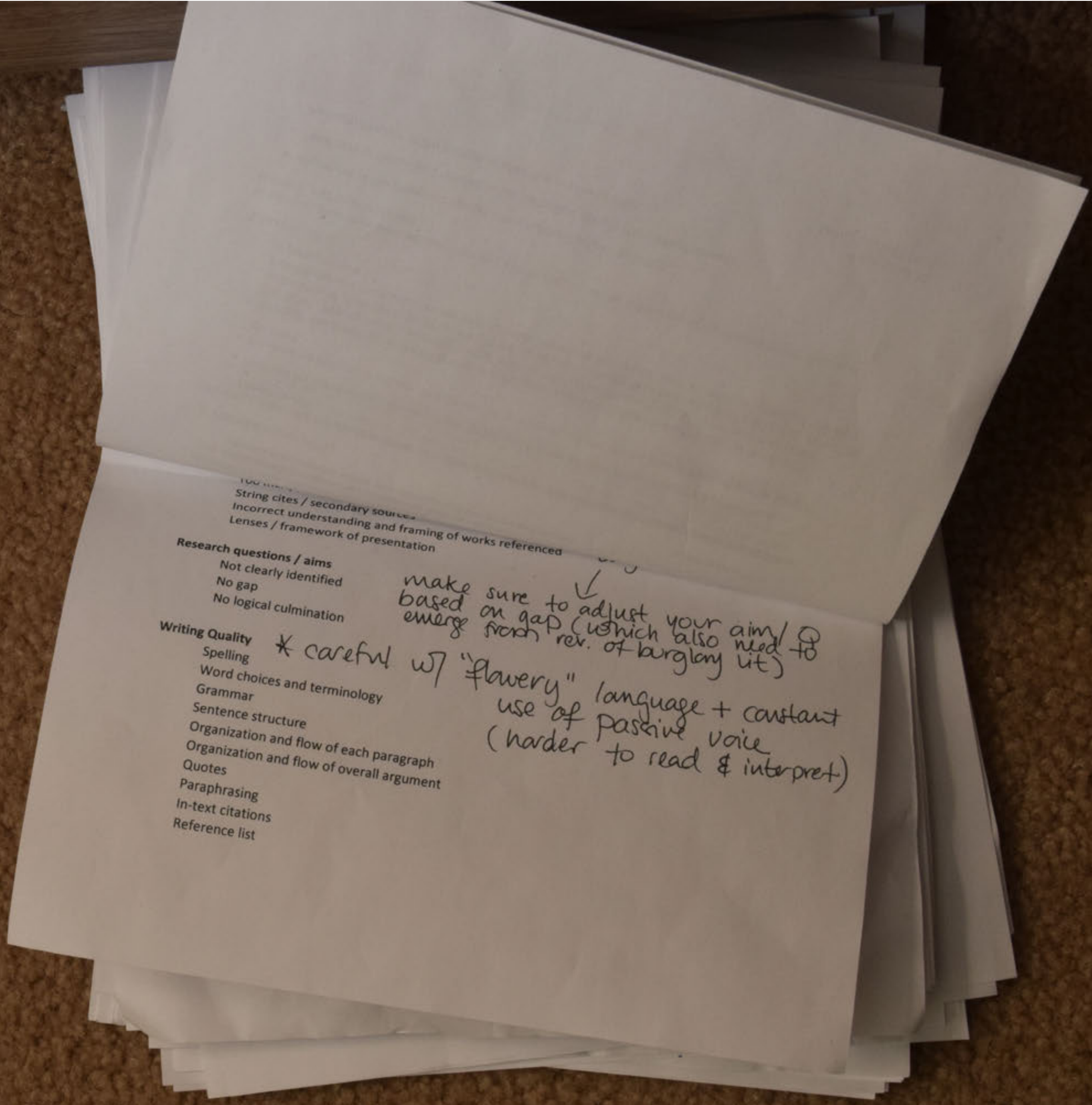
??

This is it. awkward sentence

Poor sentence

Conclusion:

- Stewart was found guilty as the defendant must be facing imminent danger because the defense must happen out of necessity and not be based on the possibility of danger in a future situation. In the case of Stewart her husband was sleeping when she killed him and while there was no threat of imminent danger to Stewart's person.



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Writing Quality
  - Spelling
  - Word choices and terminology
  - Grammar
  - Sentence structure
  - Organization and flow of each paragraph
  - Organization and flow of overall argument
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  - Paraphrasing
  - In-text citations
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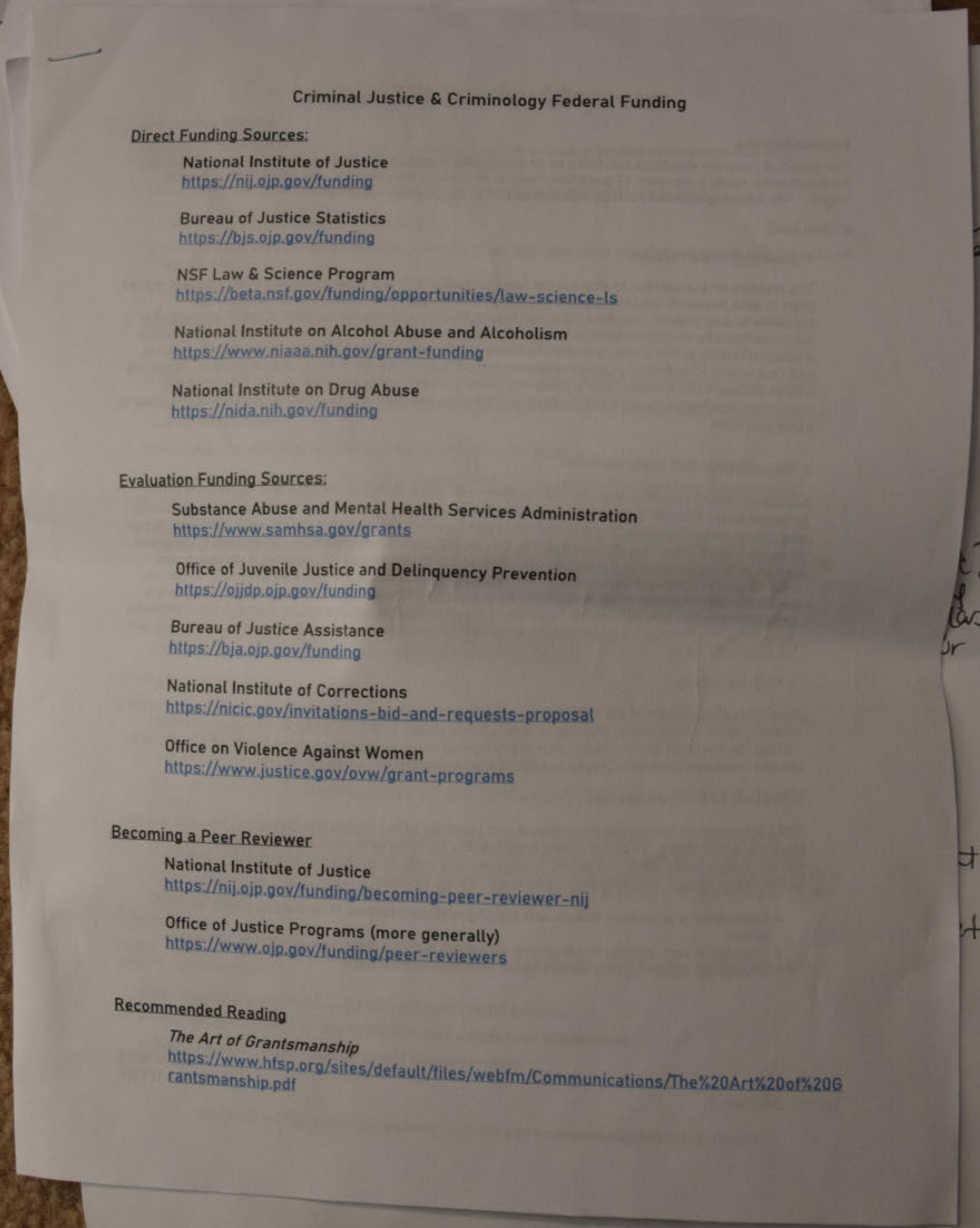


Criminal Justice & Criminology Federal Funding

Direct Funding Sources:

National Institute of Justice
https://nij.ojp.gov/funding

Bureau of Justice Statistics
https://bjs.ojp.gov/funding

NSF Law & Science Program
https://beta.nsf.gov/funding/opportunities/law-science-ls

National Institute on Alcohol Abuse and Alcoholism
https://www.niaaa.nih.gov/grant-funding

National Institute on Drug Abuse
https://nida.nih.gov/funding

Evaluation Funding Sources:

Substance Abuse and Mental Health Services Administration
https://www.samhsa.gov/grants

Office of Juvenile Justice and Delinquency Prevention
https://ojjdp.ojp.gov/funding

Bureau of Justice Assistance
https://bja.ojp.gov/funding

National Institute of Corrections
https://nicic.gov/invitations-bid-and-requests-proposal

Office on Violence Against Women
https://www.justice.gov/ovw/grant-programs

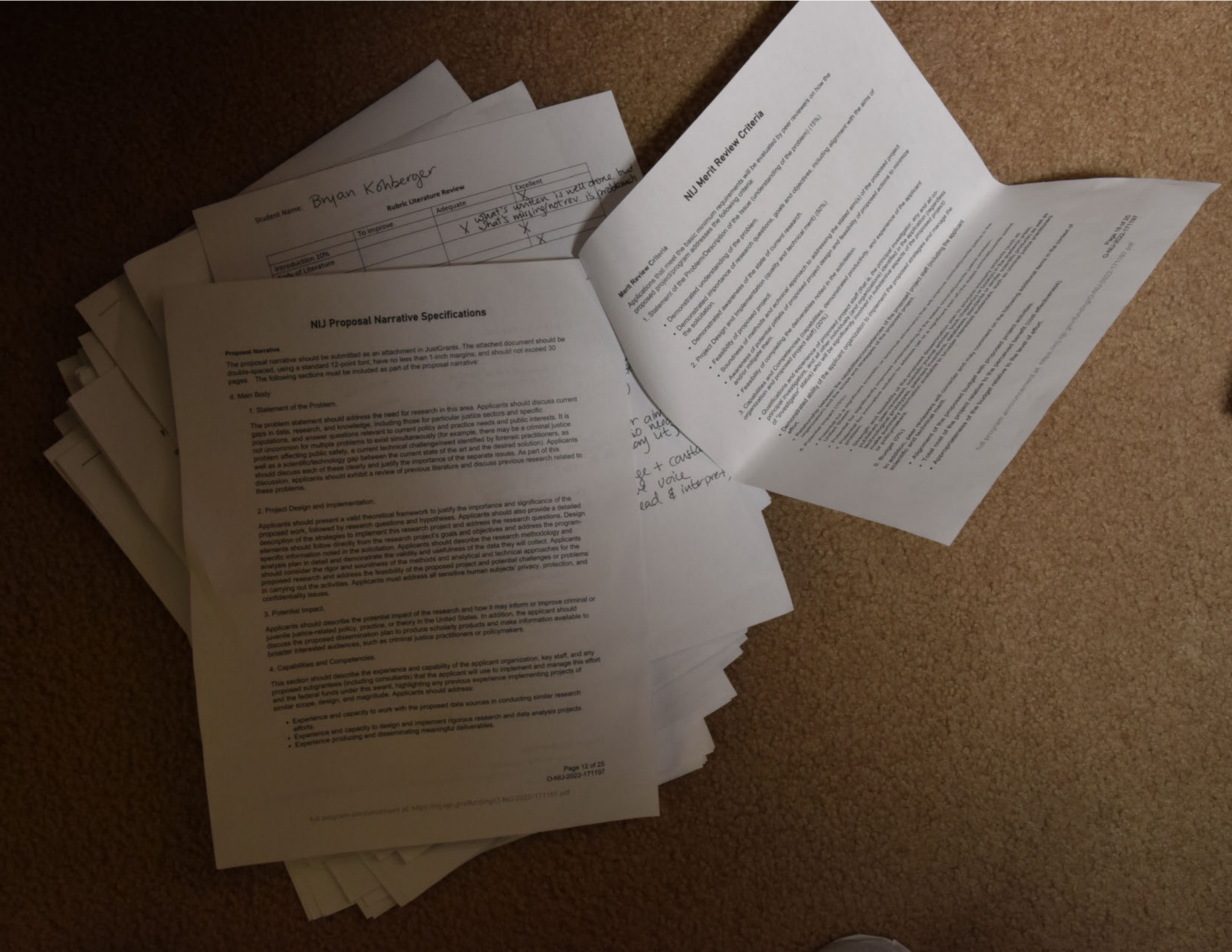
Becoming a Peer Reviewer

National Institute of Justice
https://nij.ojp.gov/funding/becoming-peer-reviewer-nij

Office of Justice Programs (more generally)
https://www.ojp.gov/funding/peer-reviewers

Recommended Reading

The Art of Grantsmanship
https://www.hfsp.org/sites/default/files/webfm/Communications/The%20Art%20of%20Grantsmanship.pdf



Student Name: Bryan Kohberger

Rubric Literature Review

	To improve	Adequate	Excellent
Introduction 10%			X
Body of Literature		X what's written is well done but what's missing/not rev. is problematic	X
			X

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NIJ Proposal Narrative Specifications

Proposal Narrative

The proposal narrative should be submitted as an attachment in JustGrants. The attached document should be double-spaced, using a standard 12-point font; have no less than 1-inch margins; and should not exceed 30 pages. The following sections must be included as part of the proposal narrative:

d. Main Body

1. Statement of the Problem.

The problem statement should address the need for research in this area. Applicants should discuss current gaps in data, research, and knowledge, including those for particular justice sectors and specific populations, and answer questions relevant to current policy and practice needs and public interests. It is not uncommon for multiple problems to exist simultaneously (for example, there may be a criminal justice problem affecting public safety, a current technical challenge/need identified by forensic practitioners, as well as a scientific/technology gap between the current state of the art and the desired solution). Applicants should discuss each of these clearly and justify the importance of the separate issues. As part of this discussion, applicants should exhibit a review of previous literature and discuss previous research related to these problems.

2. Project Design and Implementation.

Applicants should present a valid theoretical framework to justify the importance and significance of the proposed work, followed by research questions and hypotheses. Applicants should also provide a detailed description of the strategies to implement this research project and address the research questions. Design elements should follow directly from the research project's goals and objectives and address the program-specific information noted in the solicitation. Applicants should describe the research methodology and analysis plan in detail and demonstrate the validity and usefulness of the data they will collect. Applicants should consider the rigor and soundness of the methods and analytical and technical approaches for the proposed research and address the feasibility of the proposed project and potential challenges or problems in carrying out the activities. Applicants must address all sensitive human subjects' privacy, protection, and confidentiality issues.

3. Potential Impact.

Applicants should describe the potential impact of the research and how it may inform or improve criminal or juvenile justice-related policy, practice, or theory in the United States. In addition, the applicant should discuss the proposed dissemination plan to produce scholarly products and make information available to broader interested audiences, such as criminal justice practitioners or policymakers.

4. Capabilities and Competencies.

This section should describe the experience and capability of the applicant organization, key staff, and any proposed subgrantees (including consultants) that the applicant will use to implement and manage this effort and the federal funds under this award, highlighting any previous experience implementing projects of similar scope, design, and magnitude. Applicants should address:

- Experience and capacity to work with the proposed data sources in conducting similar research efforts.
- Experience and capacity to design and implement rigorous research and data analysis projects.
- Experience producing and disseminating meaningful deliverables.

Page 12 of 25
O-NIJ-2022-171197

full program announcement at: https://nij.ojp.gov/funding/O-NIJ-2022-171197.pdf

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NIJ Merit Review Criteria

Merit Review Criteria

Applications that meet the basic minimum requirements will be evaluated by peer reviewers on how the proposed project/program addresses the following criteria:

1. Statement of the Problem/Description of the Issue (understanding of the problem) (15%)
   - Demonstrated understanding of the problem.
   - Demonstrated importance of research questions, goals and objectives, including alignment with the aims of the solicitation.
   - Demonstrated awareness of the state of current research.
2. Project Design and Implementation (quality and technical merit) (50%)
   - Feasibility of proposed project.
   - Soundness of methods and technical approach to addressing the stated aim(s) of the proposed project.
   - Awareness of potential pitfalls of proposed project design and feasibility of proposed actions to minimize and/or mitigate them.
   - Feasibility of completing the deliverables noted in the solicitation.
3. Capabilities and Competencies (capabilities, demonstrated productivity, and experience of the applicant organization and proposed project staff) (20%)
   - Qualifications and experience of proposed project staff (that is, the principal investigator, any and all co-principal investigators, and all other individuals (and organizations) identified in the application (regardless of "investigator" status) who will be significantly involved in substantive aspects of the proposed project).
   - Demonstrated ability of the applicant organization to implement the proposed strategies and manage the effort.
   - Relationship between the capabilities/competencies of the proposed project staff (including the applicant organization) and the scope and strategies of the proposed project.
4. Potential Impact (15%)
5. Budget (0%)

In addition, peer reviewers will consider and may comment on the following additional items in the context of scientific and technical merit.

- Alignment of the proposed budget with proposed project activities.
- Total cost of the project relative to the perceived benefit (cost effectiveness).
- Appropriateness of the budget relative to the level of effort.

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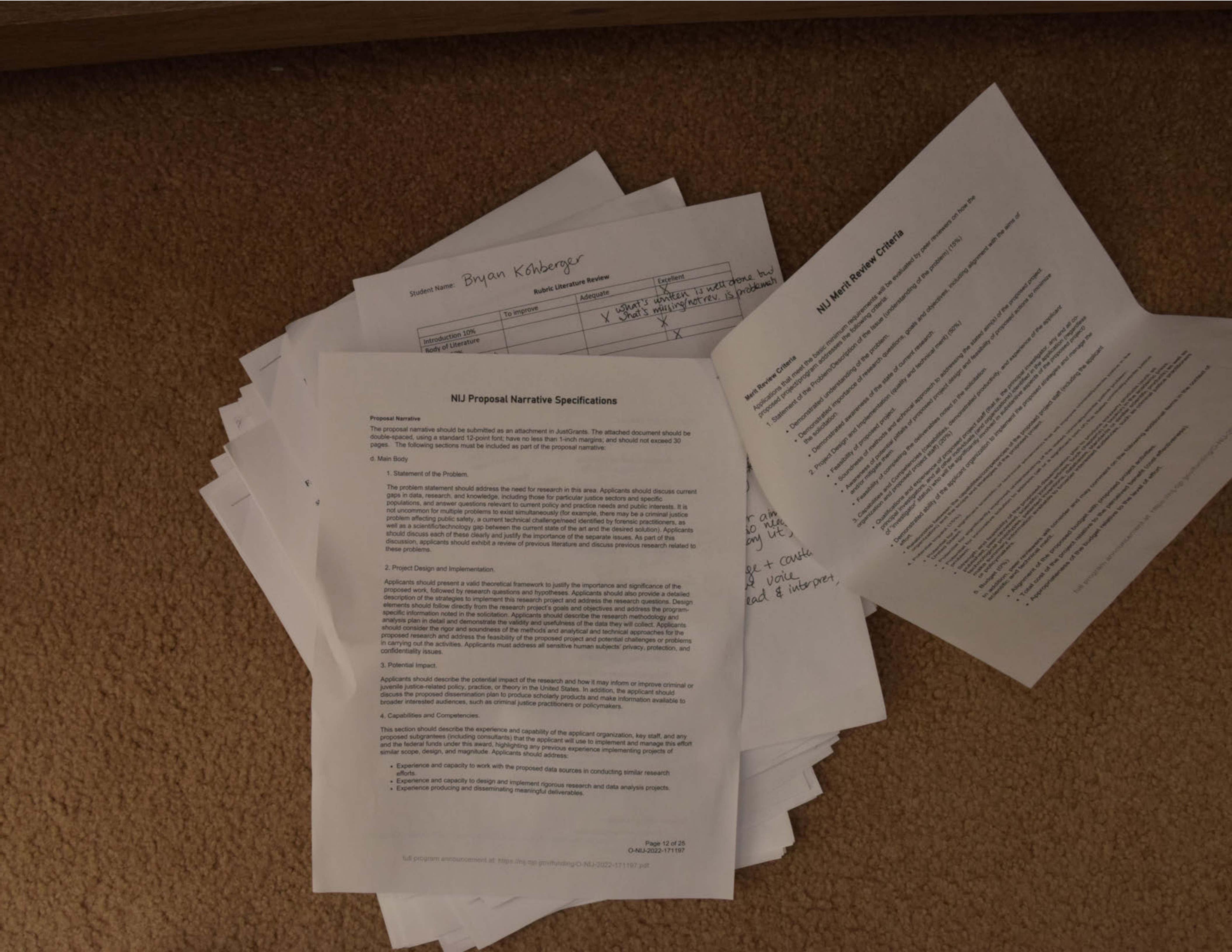
O-NIJ-2022-171197

full program announcement at: https://nij.ojp.gov/funding/O-NIJ-2022-171197.pdf



Student Name: Bryan Kohberger

Rubric Literature Review

	To improve	Adequate	Excellent
Introduction 10%			X
Body of Literature		X what's written is well done but what's missing/not rev. is problemat	X
			X

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voice
ead & interpret,

NIJ Proposal Narrative Specifications

Proposal Narrative

The proposal narrative should be submitted as an attachment in JustGrants. The attached document should be double-spaced, using a standard 12-point font; have no less than 1-inch margins; and should not exceed 30 pages. The following sections must be included as part of the proposal narrative:

d. Main Body

1. Statement of the Problem.

The problem statement should address the need for research in this area. Applicants should discuss current gaps in data, research, and knowledge, including those for particular justice sectors and specific populations, and answer questions relevant to current policy and practice needs and public interests. It is not uncommon for multiple problems to exist simultaneously (for example, there may be a criminal justice problem affecting public safety, a current technical challenge/need identified by forensic practitioners, as well as a scientific/technology gap between the current state of the art and the desired solution). Applicants should discuss each of these clearly and justify the importance of the separate issues. As part of this discussion, applicants should exhibit a review of previous literature and discuss previous research related to these problems.

2. Project Design and Implementation.

Applicants should present a valid theoretical framework to justify the importance and significance of the proposed work, followed by research questions and hypotheses. Applicants should also provide a detailed description of the strategies to implement this research project and address the research questions. Design elements should follow directly from the research project's goals and objectives and address the program-specific information noted in the solicitation. Applicants should describe the research methodology and analysis plan in detail and demonstrate the validity and usefulness of the data they will collect. Applicants should consider the rigor and soundness of the methods and analytical and technical approaches for the proposed research and address the feasibility of the proposed project and potential challenges or problems in carrying out the activities. Applicants must address all sensitive human subjects' privacy, protection, and confidentiality issues.

3. Potential Impact.

Applicants should describe the potential impact of the research and how it may inform or improve criminal or juvenile justice-related policy, practice, or theory in the United States. In addition, the applicant should discuss the proposed dissemination plan to produce scholarly products and make information available to broader interested audiences, such as criminal justice practitioners or policymakers.

4. Capabilities and Competencies.

This section should describe the experience and capability of the applicant organization, key staff, and any proposed subgrantees (including consultants) that the applicant will use to implement and manage this effort and the federal funds under this award, highlighting any previous experience implementing projects of similar scope, design, and magnitude. Applicants should address:

- Experience and capacity to work with the proposed data sources in conducting similar research efforts.
- Experience and capacity to design and implement rigorous research and data analysis projects.
- Experience producing and disseminating meaningful deliverables.

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O-NIJ-2022-171197

full program announcement at: https://nij.ojp.gov/funding/O-NIJ-2022-171197.pdf

NIJ Merit Review Criteria

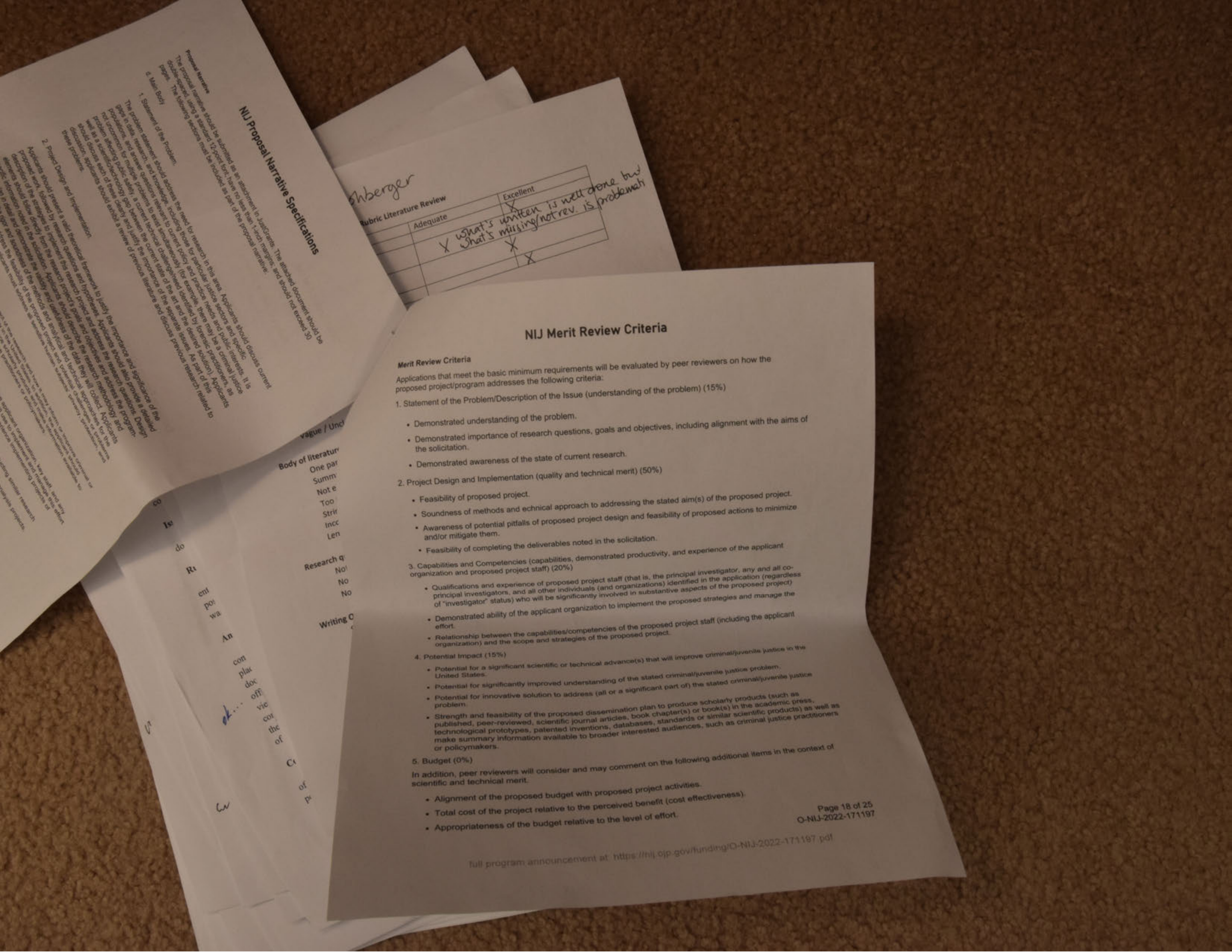
Merit Review Criteria

Applications that meet the basic minimum requirements will be evaluated by peer reviewers on how the proposed project/program addresses the following criteria:

1. Statement of the Problem/Description of the Issue (understanding of the problem) (15%)
   - Demonstrated understanding of the problem.
   - Demonstrated importance of research questions, goals and objectives, including alignment with the aims of the solicitation.
   - Demonstrated awareness of the state of current research.
2. Project Design and Implementation (quality and technical merit) (50%)
   - Feasibility of proposed project.
   - Soundness of methods and echnical approach to addressing the stated aim(s) of the proposed project.
   - Awareness of potential pitfalls of proposed project design and feasibility of proposed actions to minimize and/or mitigate them.
   - Feasibility of completing the deliverables noted in the solicitation.
3. Capabilities and Competencies (capabilities, demonstrated productivity, and experience of the applicant organization and proposed project staff) (20%)
   - Qualifications and experience of proposed project staff (that is, the principal investigator, any and all co-principal investigators, and all other individuals (and organizations) identified in the application (regardless of "investigator" status) who will be significantly involved in substantive aspects of the proposed project)
   - Demonstrated ability of the applicant organization to implement the proposed strategies and manage the effort.

5. Budget (0%)

- Alignment of the proposed budget with proposed project activities.
- Total cost of the project relative to the perceived benefit (cost effectiveness).
- Appropriateness of the budget relative to the level of effort.
"



NIJ Proposal Narrative Specifications

hberger

Rubric Literature Review

	Adequate	Excellent
		X
	X what's written is well done but what's missing/not rev. is problemati	
		X
		X

NIJ Merit Review Criteria

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- Feasibility of completing the deliverables noted in the solicitation.

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- Qualifications and experience of proposed project staff (that is, the principal investigator, any and all co-principal investigators, and all other individuals (and organizations) identified in the application (regardless of "investigator" status) who will be significantly involved in substantive aspects of the proposed project)
- Demonstrated ability of the applicant organization to implement the proposed strategies and manage the effort.
- Relationship between the capabilities/competencies of the proposed project staff (including the applicant organization) and the scope and strategies of the proposed project.

4. Potential Impact (15%)

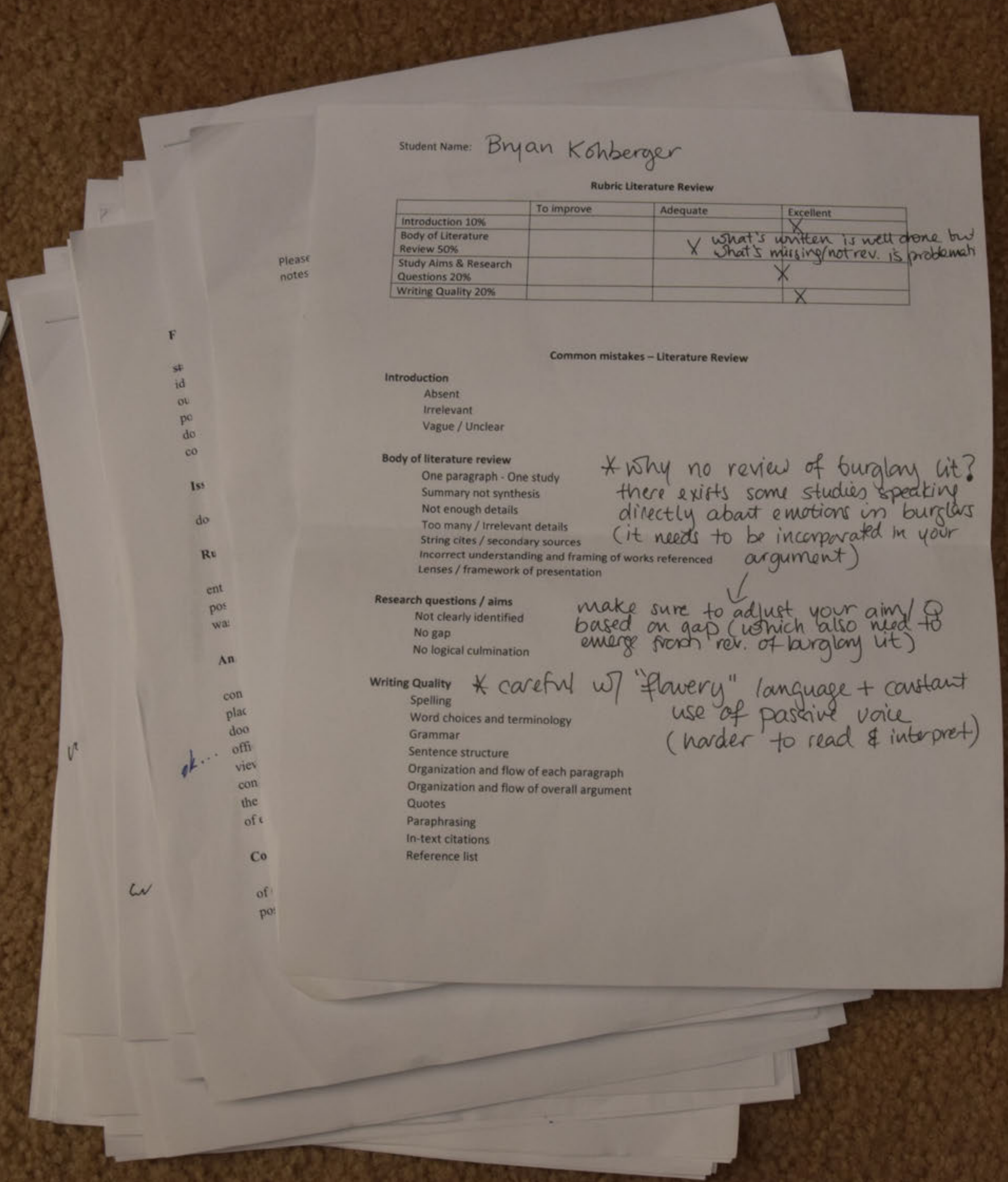
- Potential for a significant scientific or technical advance(s) that will improve criminal/juvenile justice in the United States.
- Potential for significantly improved understanding of the stated criminal/juvenile justice problem.
- Potential for innovative solution to address (all or a significant part of) the stated criminal/juvenile justice problem.
- Strength and feasibility of the proposed dissemination plan to produce scholarly products (such as published, peer-reviewed, scientific journal articles, book chapter(s) or book(s) in the academic press, technological prototypes, patented inventions, databases, standards or similar scientific products) as well as make summary information available to broader interested audiences, such as criminal justice practitioners or policymakers.

5. Budget (0%)

In addition, peer reviewers will consider and may comment on the following additional items in the context of scientific and technical merit.

- Alignment of the proposed budget with proposed project activities.
- Total cost of the project relative to the perceived benefit (cost effectiveness).
- Appropriateness of the budget relative to the level of effort.

full program announcement at: https://nij.ojp.gov/funding/O-NIJ-2022-171197.pdf



Student Name: Bryan Kohberger

Rubric Literature Review

	To improve	Adequate	Excellent
Introduction 10%			X
Body of Literature Review 50%		X	what's written is well done but what's missing/not rev. is problemati
Study Aims & Research Questions 20%			X
Writing Quality 20%			X

Common mistakes – Literature Review

Introduction
- Absent
- Irrelevant
- Vague / Unclear

Body of literature review
- One paragraph - One study
- Summary not synthesis
- Not enough details
- Too many / Irrelevant details
- String cites / secondary sources
- Incorrect understanding and framing of works referenced
- Lenses / framework of presentation

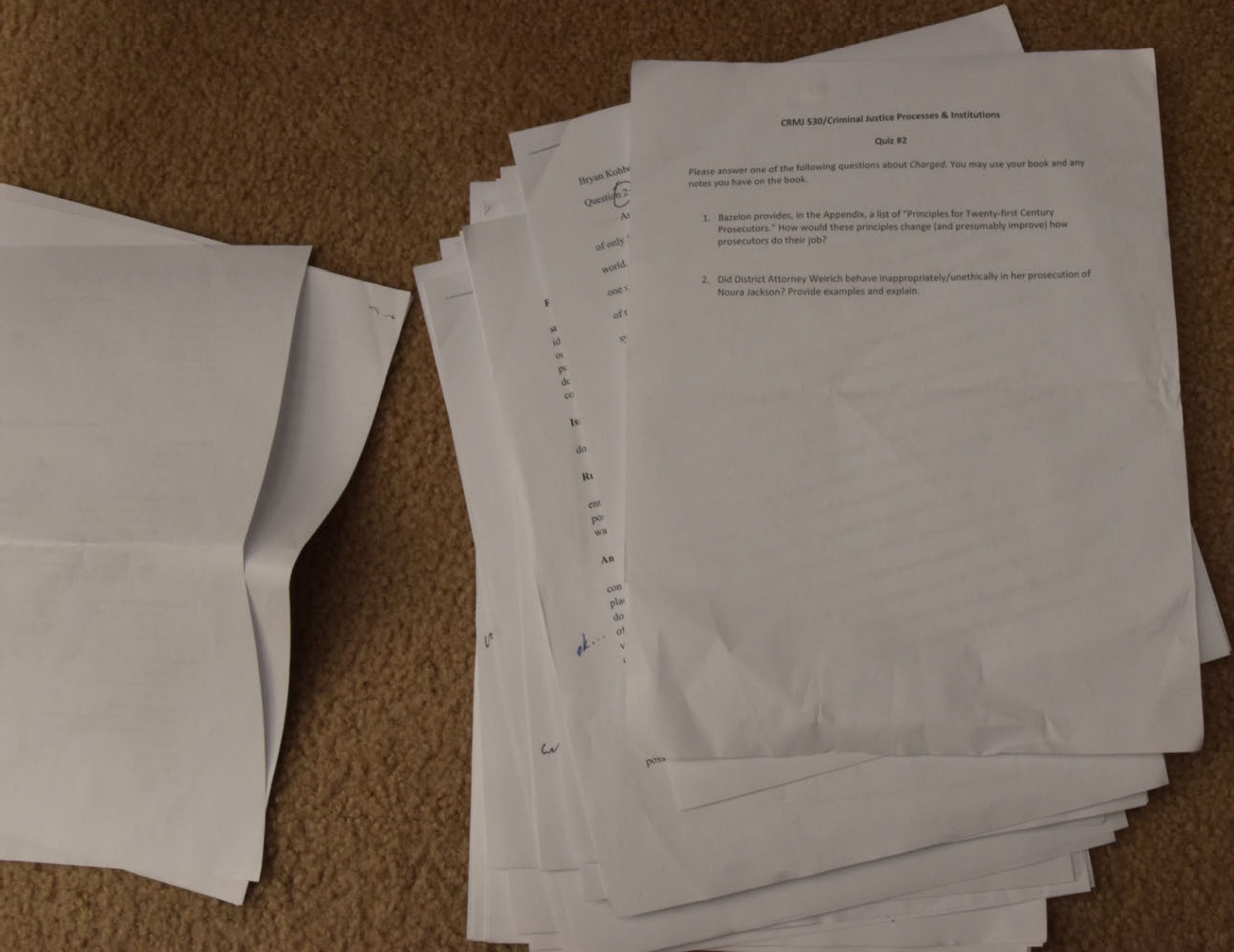
* why no review of burglary lit? there exists some studies speaking directly about emotions in burglars (it needs to be incorporated in your argument)

Research questions / aims
- Not clearly identified
- No gap
- No logical culmination

make sure to adjust your aim/Q based on gap (which also need to emerge from rev. of burglary lit)

Writing Quality
- Spelling
- Word choices and terminology
- Grammar
- Sentence structure
- Organization and flow of each paragraph
- Organization and flow of overall argument
- Quotes
- Paraphrasing
- In-text citations
- Reference list

* careful w/ "flowery" language + constant use of passive voice (harder to read & interpret)



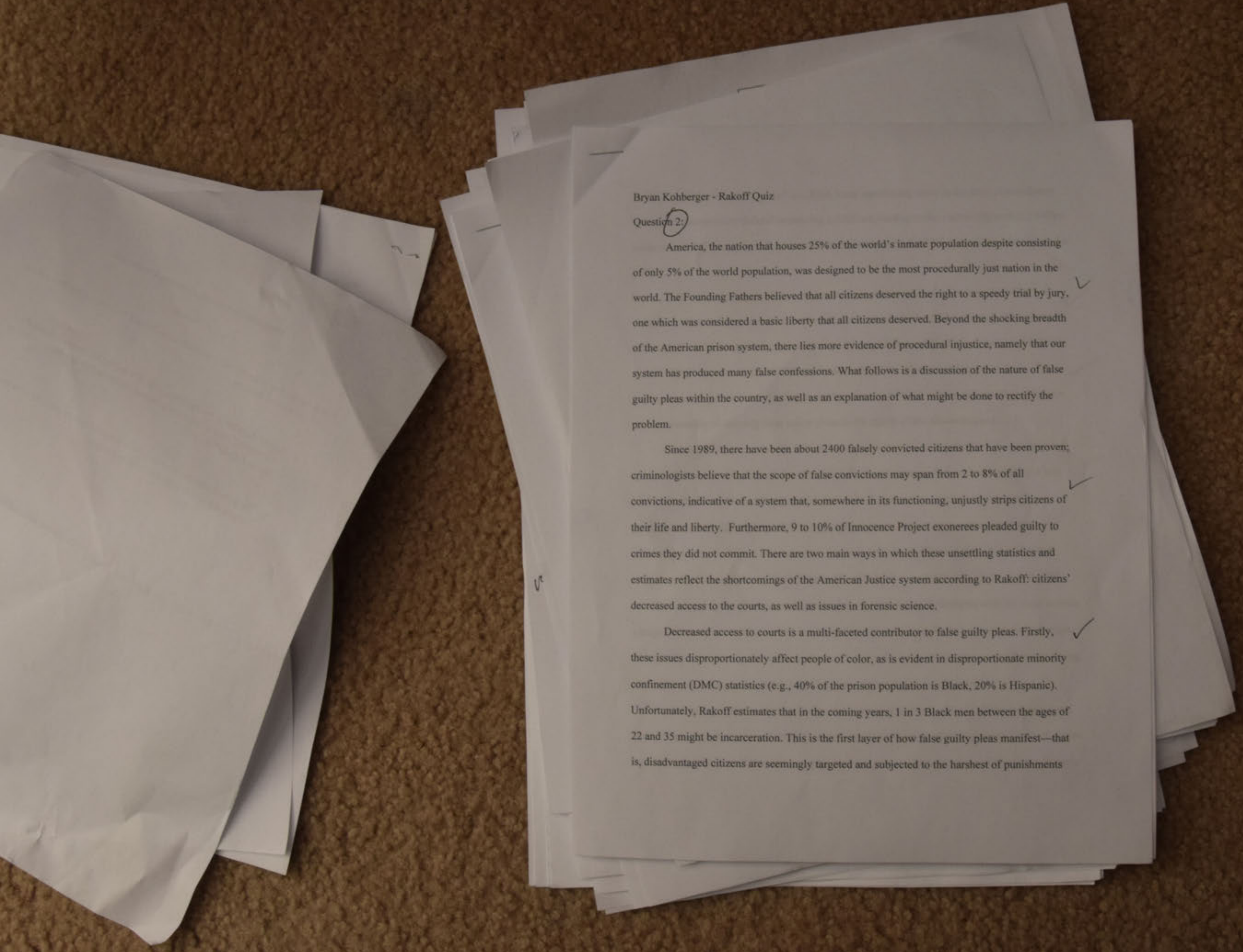
CRMJ 530/Criminal Justice Processes & Institutions

Quiz #2

Please answer one of the following questions about *Charged*. You may use your book and any notes you have on the book.

1. Bazelon provides, in the Appendix, a list of "Principles for Twenty-first Century Prosecutors." How would these principles change (and presumably improve) how prosecutors do their job?

2. Did District Attorney Weirich behave inappropriately/unethically in her prosecution of Noura Jackson? Provide examples and explain.



Bryan Kohberger - Rakoff Quiz

Question 2:

America, the nation that houses 25% of the world's inmate population despite consisting of only 5% of the world population, was designed to be the most procedurally just nation in the world. The Founding Fathers believed that all citizens deserved the right to a speedy trial by jury, one which was considered a basic liberty that all citizens deserved. Beyond the shocking breadth of the American prison system, there lies more evidence of procedural injustice, namely that our system has produced many false confessions. What follows is a discussion of the nature of false guilty pleas within the country, as well as an explanation of what might be done to rectify the problem.

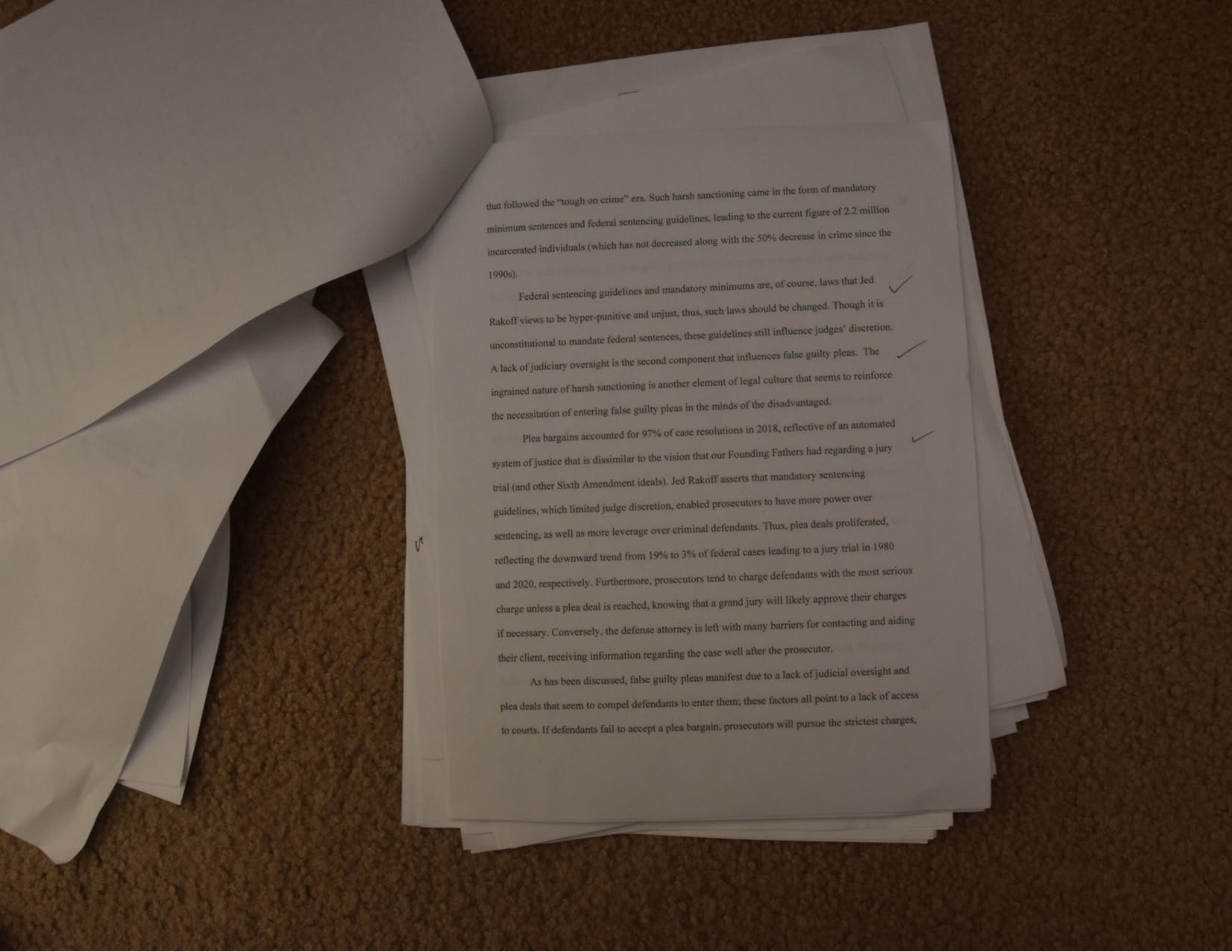
Since 1989, there have been about 2400 falsely convicted citizens that have been proven; criminologists believe that the scope of false convictions may span from 2 to 8% of all convictions, indicative of a system that, somewhere in its functioning, unjustly strips citizens of their life and liberty. Furthermore, 9 to 10% of Innocence Project exonerees pleaded guilty to crimes they did not commit. There are two main ways in which these unsettling statistics and estimates reflect the shortcomings of the American Justice system according to Rakoff: citizens' decreased access to the courts, as well as issues in forensic science.

Decreased access to courts is a multi-faceted contributor to false guilty pleas. Firstly, these issues disproportionately affect people of color, as is evident in disproportionate minority confinement (DMC) statistics (e.g., 40% of the prison population is Black, 20% is Hispanic). Unfortunately, Rakoff estimates that in the coming years, 1 in 3 Black men between the ages of 22 and 35 might be incarceration. This is the first layer of how false guilty pleas manifest—that is, disadvantaged citizens are seemingly targeted and subjected to the harshest of punishments that followed the "tough on crime" era. Such harsh sentencing came in the form of mandatory minimum sentences and federal sentencing guidelines, leading to the current figure of 2.2 million incarcerated individuals (which has not decreased along with the 50% decrease in crime since the 1990s).

Federal sentencing guidelines and mandatory minimums are, of course, laws that Jed Rakoff views to be hyper-punitive and unjust; thus, such laws should be changed. Though it is unconstitutional to mandate federal sentences, these guidelines still influence judges' discretion. A lack of judiciary oversight is the second component that influences false guilty pleas. The ingrained nature of harsh sentencing is another element of legal culture that seems to reinforce the necessitation of entering false guilty pleas in the minds of the disadvantaged.

Plea bargains accounted for 97% of case resolutions in 2018, reflective of an automated system of justice that is dissimilar to the vision that our Founding Fathers had regarding a jury trial (and other Sixth Amendment ideals). Jed Rakoff asserts that mandatory sentencing guidelines, which limited judge discretion, enabled prosecutors to have more power over sentencing, as well as more leverage over criminal defendants. Thus, plea deals proliferated, reflecting the downward trend from 19% to 3% of federal cases leading to a jury trial in 1980 and 2020, respectively. Furthermore, prosecutors tend to charge defendants with the most serious charge unless a plea deal is reached, knowing that a grand jury will likely approve their charges if necessary. Conversely, the defense attorney is left with many barriers for contacting and aiding their client, receiving information regarding the case well after the prosecutor.

As has been discussed, false guilty pleas manifest due to a lack of judicial oversight and plea deals that seem to compel defendants to enter them; these factors all point to a lack of access to courts. If defendants fail to accept a plea bargain, prosecutors will pursue the strictest charges.



that followed the "tough on crime" era. Such harsh sanctioning came in the form of mandatory minimum sentences and federal sentencing guidelines, leading to the current figure of 2.2 million incarcerated individuals (which has not decreased along with the 50% decrease in crime since the 1990s).

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As has been discussed, false guilty pleas manifest due to a lack of judicial oversight and plea deals that seem to compel defendants to enter them; these factors all point to a lack of access to courts. If defendants fail to accept a plea bargain, prosecutors will pursue the strictest charges, a process that Rakoff argues is poorly mediated by grand juries. This process circumnavigates defendants' confidence in pursuing a trial, so some people simply plead guilty to crimes they did not commit as to choose the lesser of two evils.

The next precipitant for false guilty pleas is simpler: courts' reliance on expert testimony that falls short of scientific certainty. For instance, in false convictions involving murder and rape, 70% of cases involved eyewitness misidentification, 30% involved false confessions, and 45% involved misleading testimony by forensic expert witnesses. In all false conviction cases, 40% involved eyewitness misidentification. As is evident, Courts' acceptance of expert testimony is problematic if given too much weight.

Eyewitness testimony, for instance, is inherently problematic, as human memory and perception are not quite like a camera; that is, our recollections are limited by our senses and further distorted by the passing of time and introduction of new information. For instance, after vaguely seeing the perpetrator of a crime and then being shown a group of suspects in a police line-up, one might incorporate attributes of individuals within the line-up into their recollection of the actual perpetrator. In essence, the initial memory of the perpetrator has been distorted and encoded with new information. Police suggestiveness and stress at the time of crime also influence inaccurate eyewitness accounts.'

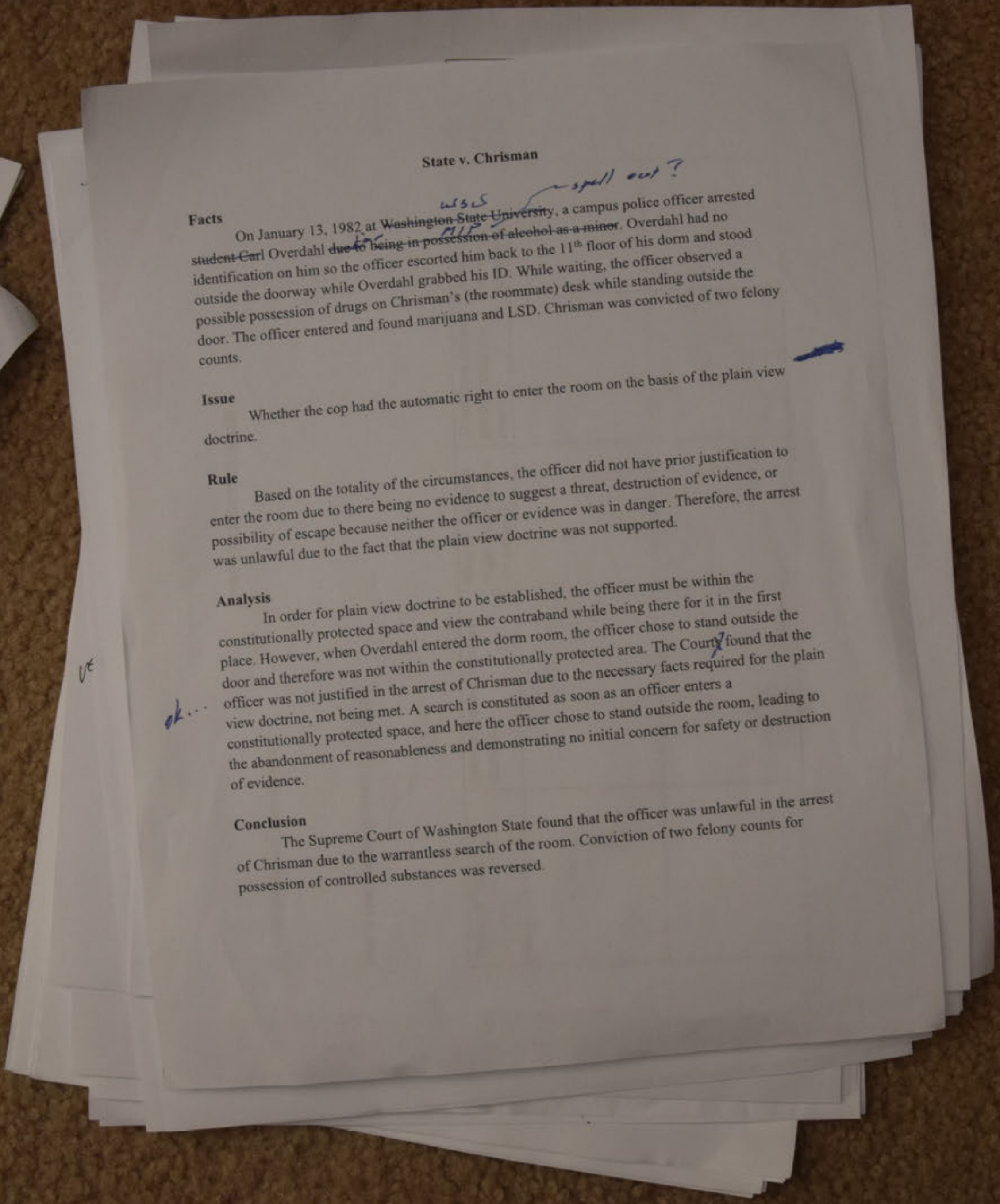
In terms of the remedy for eyewitness testimony, Rakoff recommends that prosecutors to be trained in the limitations of eyewitness testimony; also, he recommends increasing video surveillance in public places, thus limiting the need to rely on eyewitness accounts. Regarding faulty evidence collection in general, Rakoff recommends the following factors: Make forensic labs independent of police and prosecutors' offices, thus making them partners of, but separate from, law enforcement/prosecutors; all forensic science labs, state and private, should be subject to state and federal accreditation requirements; an ethics code is also recommended, such as the one already drafted by the NCFS, should be made binding and enforceable. Furthermore, forensic labs may employ blind testing as to be free from any biasing information supplied by prosecutorial or police parties. Use court-appointed, comparatively neutral experts. Enable post-appeal reviews to criminal convictions. NAS report: create an independent federal forensic institute that takes care of basic testing and promulgates the basic standards that would make forensic science genuinely more scientific.

Regarding increasing citizens' access to the courts, there are also many avenues for doing so. The First Step Act reducing mandatory minimums retroactively, though not enough to completely fix mass incarceration due to long sentences, symbolizes an advancement in the "right direction." Rakoff suggests that the legislature should be the first governmental branch to address systemic issues that foster the condition in which false guilty pleas are compelled. Furthermore, the judicial branch should limit the powers of the legislative and executive branches. ✓

False guilty pleas symbolize the lack of due process in criminal courts, an issue that has various sources. Most importantly, Rakoff asserts that issues such as these have solutions that are feasible. In order to address issues such as false guilty pleas, it is essential that all citizens have access to the courts without fear of being sanctioned more harshly for pursuing a trial. The judiciary should also attempt to keep executive and legislative powers in check, balancing these powers with citizens' rights.

97

- very good discussion
of the issues + Rakoff's
suggested changes



State v. Chrisman

spell out?

Facts

On January 13, 1982 at ~~Washington State University~~ WSU, a campus police officer arrested ~~student Carl~~ Overdahl ~~due to~~ for ~~being in possession of alcohol as a minor~~ MIP. Overdahl had no identification on him so the officer escorted him back to the 11th floor of his dorm and stood outside the doorway while Overdahl grabbed his ID. While waiting, the officer observed a possible possession of drugs on Chrisman's (the roommate) desk while standing outside the door. The officer entered and found marijuana and LSD. Chrisman was convicted of two felony counts.

Issue

Whether the cop had the automatic right to enter the room on the basis of the plain view doctrine.

Rule

Based on the totality of the circumstances, the officer did not have prior justification to enter the room due to there being no evidence to suggest a threat, destruction of evidence, or possibility of escape because neither the officer or evidence was in danger. Therefore, the arrest was unlawful due to the fact that the plain view doctrine was not supported.

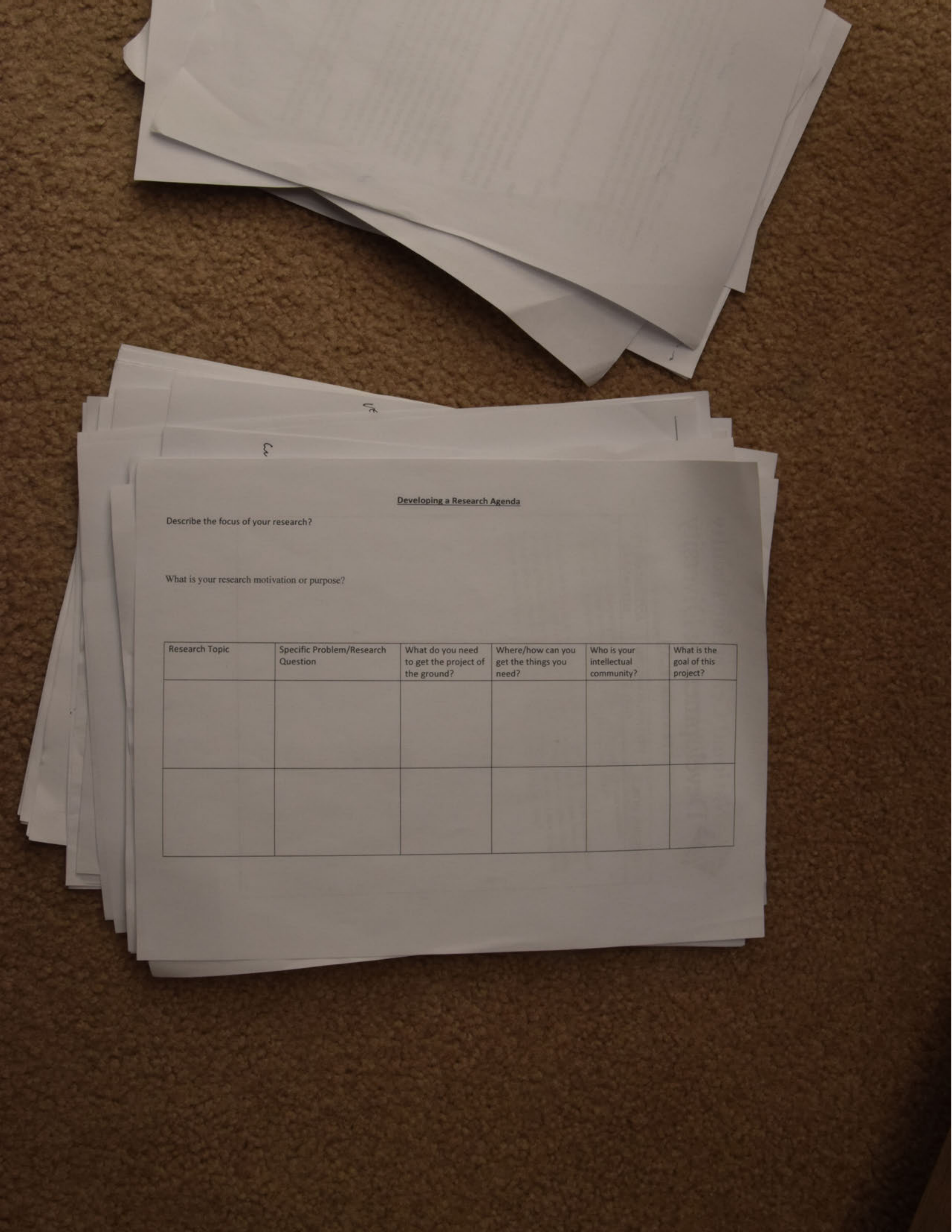
Analysis

In order for plain view doctrine to be established, the officer must be within the constitutionally protected space and view the contraband while being there for it in the first place. However, when Overdahl entered the dorm room, the officer chose to stand outside the door and therefore was not within the constitutionally protected area. The Court~~s~~ found that the officer was not justified in the arrest of Chrisman due to the necessary facts required for the plain view doctrine, not being met. A search is constituted as soon as an officer enters a constitutionally protected space, and here the officer chose to stand outside the room, leading to the abandonment of reasonableness and demonstrating no initial concern for safety or destruction of evidence.

ok…

Conclusion

The Supreme Court of Washington State found that the officer was unlawful in the arrest of Chrisman due to the warrantless search of the room. Conviction of two felony counts for possession of controlled substances was reversed.

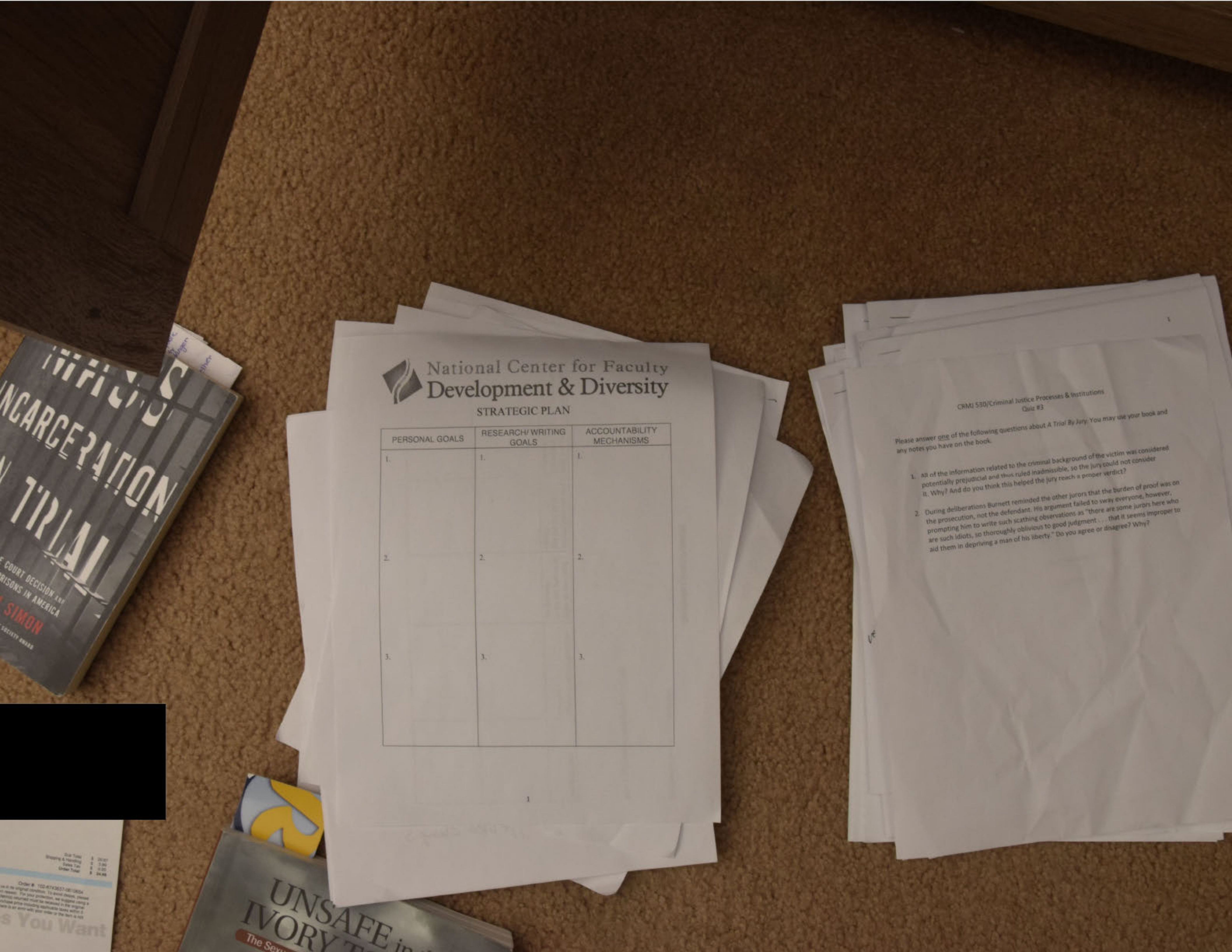


Developing a Research Agenda

Describe the focus of your research?

What is your research motivation or purpose?

Research Topic	Specific Problem/Research Question	What do you need to get the project of the ground?	Where/how can you get the things you need?	Who is your intellectual community?	What is the goal of this project?



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National Center for Faculty
Development & Diversity

STRATEGIC PLAN

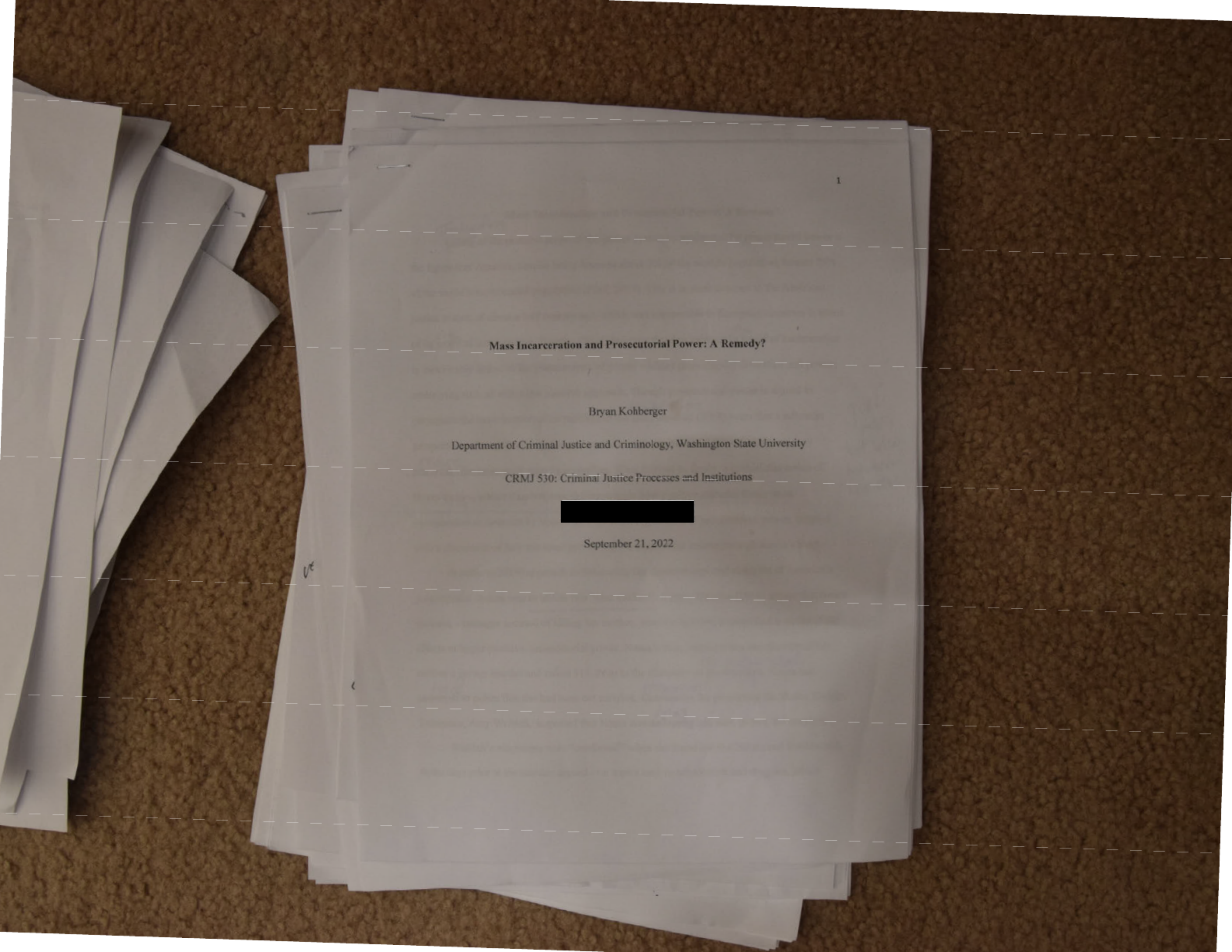
PERSONAL GOALS	RESEARCH/ WRITING GOALS	ACCOUNTABILITY MECHANISMS
1.	1.	1.
2.	2.	2.
3.	3.	3.

1

CRMJ 530/Criminal Justice Processes & Institutions
Quiz #3

Please answer one of the following questions about *A Trial By Jury*. You may use your book and any notes you have on the book.

1. All of the information related to the criminal background of the victim was considered potentially prejudicial and thus ruled inadmissible, so the jury could not consider it. Why? And do you think this helped the jury reach a proper verdict?
2. During deliberations Burnett reminded the other jurors that the burden of proof was on the prosecution, not the defendant. His argument failed to sway everyone, however, prompting him to write such scathing observations as "there are some jurors here who are such idiots, so thoroughly oblivious to good judgment . . . that it seems improper to aid them in depriving a man of his liberty." Do you agree or disagree? Why?



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Mass Incarceration and Prosecutorial Power: A Remedy?

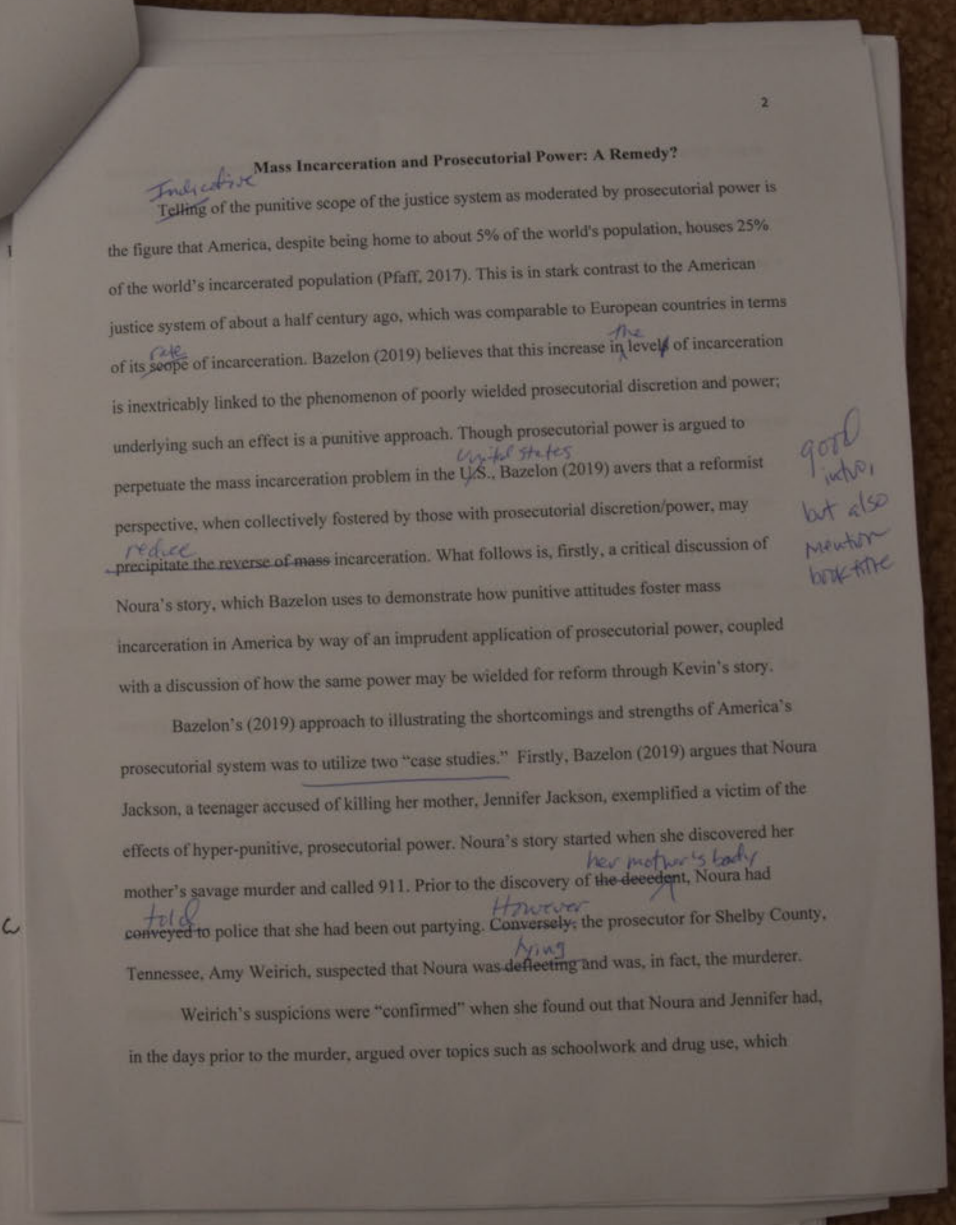
Bryan Kohberger

Department of Criminal Justice and Criminology, Washington State University

CRMJ 530: Criminal Justice Processes and Institutions

[redacted]

September 21, 2022



Mass Incarceration and Prosecutorial Power: A Remedy?

Indicative ~~Telling~~ of the punitive scope of the justice system as moderated by prosecutorial power is the figure that America, despite being home to about 5% of the world's population, houses 25% of the world's incarcerated population (Pfaff, 2017). This is in stark contrast to the American justice system of about a half century ago, which was comparable to European countries in terms of its rate ~~scope~~ of incarceration. Bazelon (2019) believes that this increase in the level~~s~~ of incarceration is inextricably linked to the phenomenon of poorly wielded prosecutorial discretion and power; underlying such an effect is a punitive approach. Though prosecutorial power is argued to perpetuate the mass incarceration problem in the United States ~~U.S.~~, Bazelon (2019) avers that a reformist perspective, when collectively fostered by those with prosecutorial discretion/power, may reduce ~~precipitate the reverse of mass~~ incarceration. What follows is, firstly, a critical discussion of Noura's story, which Bazelon uses to demonstrate how punitive attitudes foster mass incarceration in America by way of an imprudent application of prosecutorial power, coupled with a discussion of how the same power may be wielded for reform through Kevin's story.

good intro, but also mention book title

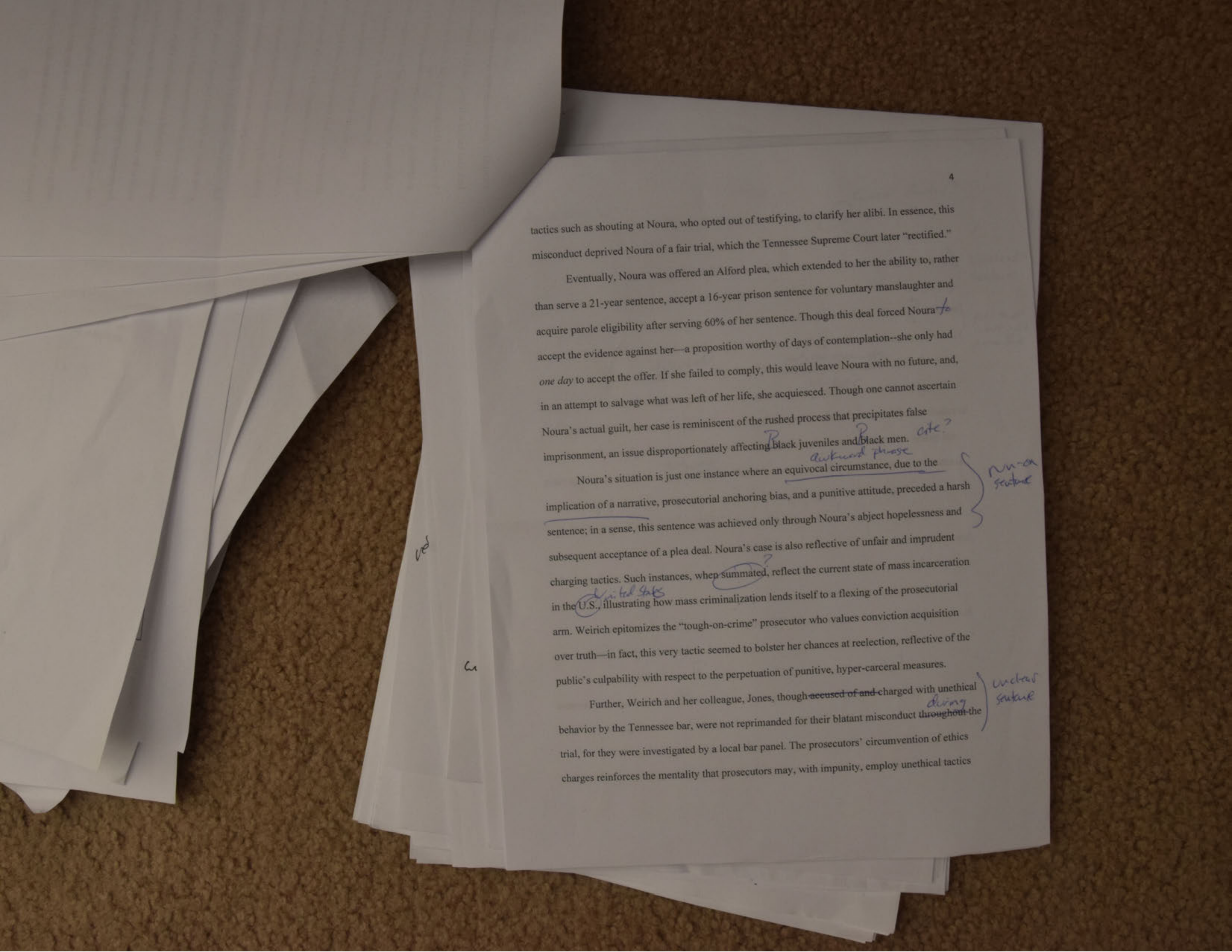
Bazelon's (2019) approach to illustrating the shortcomings and strengths of America's prosecutorial system was to utilize two "case studies." Firstly, Bazelon (2019) argues that Noura Jackson, a teenager accused of killing her mother, Jennifer Jackson, exemplified a victim of the effects of hyper-punitive, prosecutorial power. Noura's story started when she discovered her mother's savage murder and called 911. Prior to the discovery of her mother's body ~~the decedent~~, Noura had told ~~conveyed to~~ police that she had been out partying. However ~~Conversely;~~ the prosecutor for Shelby County, Tennessee, Amy Weirich, suspected that Noura was lying ~~deflecting~~ and was, in fact, the murderer.

Weirich's suspicions were "confirmed" when she found out that Noura and Jennifer had, in the days prior to the murder, argued over topics such as schoolwork and drug use, which seemed to ~~corroborate the notion that Noura had the~~ provide a motive ~~necessary~~ for ~~such a~~ murder. Noura had also called a friend, Andrew Hammack, the morning of the murder, asking him to come to her house; this seemed to put Noura at the crime scene during the morning of the murder. ~~As is evidenced,~~ Weirich's ~~assertions of~~ belief in Noura's guilt were further ~~galvanized~~ supported by the fact that Noura's alibi was not ~~quite~~ secure and had changed throughout the investigation. Still, this circumstantial evidence left reasonable doubt as to whether Noura was truly responsible.

The narrative that Weirich ~~homed in on~~ adopted painted Noura out to be a cold and ruthless defendant who had murdered her ~~own~~ mother for ~~monetary gain~~ money and "freedom." The importance of mentioning this narrative lies in the fact that it seemed to supersede forms of exculpatory evidence and bolster inculpatory, circumstantial evidence, reflective of the indifference in the wielding of prosecutorial power that permeates the justice system.

With respect to the strong, exculpatory criminal evidence in the case, two unknown individuals were implicated in Jennifer's murder by way of blood (DNA evidence) left at the crime scene; the DNA did not match Noura. Blindly insistent on Noura's guilt, Weirich had the teen in a position of desperation and fear; as is a theme within Bazelon's book, a plea deal was extended that traded a confession for a hefty, albeit lesser, sentence (25 years). If Noura failed to admit to the crime, she worried that she would end up with the first-degree murder charge ~~that the prosecutor fervently fought for~~; still, Noura ~~stuck to her~~ continued to assert her innocence and pleaded not guilty, and was, ~~to her detriment,~~ convicted of second-degree murder.

Aside from Weirich's clear disregard for impartiality, she behaved highly unethically, failing to disclose to the jury that a key piece of circumstantial evidence, the note from Hammack, was written while he was high on ecstasy. Further, Weirich also resorted to illegal



tactics such as shouting at Noura, who opted out of testifying, to clarify her alibi. In essence, this misconduct deprived Noura of a fair trial, which the Tennessee Supreme Court later "rectified."

Eventually, Noura was offered an Alford plea, which extended to her the ability to, rather than serve a 21-year sentence, accept a 16-year prison sentence for voluntary manslaughter and acquire parole eligibility after serving 60% of her sentence. Though this deal forced Noura to accept the evidence against her—a proposition worthy of days of contemplation--she only had *one day* to accept the offer. If she failed to comply, this would leave Noura with no future, and, in an attempt to salvage what was left of her life, she acquiesced. Though one cannot ascertain Noura's actual guilt, her case is reminiscent of the rushed process that precipitates false imprisonment, an issue disproportionately affecting B black juveniles and B black men. cite?

awkward phrase

Noura's situation is just one instance where an equivocal circumstance, due to the implication of a narrative, prosecutorial anchoring bias, and a punitive attitude, preceded a harsh sentence; in a sense, this sentence was achieved only through Noura's abject hopelessness and subsequent acceptance of a plea deal. Noura's case is also reflective of unfair and imprudent charging tactics. Such instances, when summated, ? reflect the current state of mass incarceration in the U.S., United States illustrating how mass criminalization lends itself to a flexing of the prosecutorial arm. Weirich epitomizes the "tough-on-crime" prosecutor who values conviction acquisition over truth—in fact, this very tactic seemed to bolster her chances at reelection, reflective of the public's culpability with respect to the perpetuation of punitive, hyper-carceral measures.

run-on sentence

Further, Weirich and her colleague, Jones, though ~~accused of and~~ charged with unethical behavior by the Tennessee bar, were not reprimanded for their blatant misconduct ~~throughout~~ during the trial, for they were investigated by a local bar panel. The prosecutors' circumvention of ethics charges reinforces the mentality that prosecutors may, with impunity, employ unethical tactics

unclear sentence

Word choice?

to obtain a ~~toward~~ conviction ~~obtainment~~. Bazelon (2019) contends that such hutzpah is motivated by punitive ideologies, which, in Noura's case, lead to the suppression of exculpatory evidence.

Solidifying unjust prosecutorial discretion is the coercive power and leverage that plea deals hold over defendants, acting as the vehicle from which a minimization of exculpatory evidence manifests. Furthermore, prosecutors are also, in many jurisdictions, allowed to determine the important evidence in a trial, which may be remedied by an open-file discovery system.

Unclear sentence

not sure what you mean here

Noura's case was described ~~referenced~~ by Bazelon (2019) as an example ~~to display a microcosm~~ of the flaws of the justice system, exposing how prosecutors seem to value victory ~~conquest~~ by way of securing convictions over prudence and objectivity in the justice process. Bazelon views these attitudes to be antithetical to due process and conducive to wrongful convictions and inequities within the court system. Bazelon also argued ~~implicated~~ that "harsh prosecutors" disregard treatment alternatives and criminalize substance users and the mentally ill; tend to treat juveniles as adults without regard to biological differences; spearhead the proliferation of misdemeanor charges (which make up 80% of local/state dockets); elicit false confessions due to defendants' desperation; and, ultimately, fail to use discretion in a manner that combats mass incarceration, instead using prosecutorial power to enact the harshest charges on the least advantaged and revoke bail.

Confounding issues of prosecutorial power, Bazelon asserts that impoverished people of color are most likely to be subjected to prosecutorial conquest, resulting in mass incarceration rooted in systemic injustice. As B ~~black~~ citizens are 5.9 times more likely than W ~~whites~~ to be incarcerated, and 1 out of 4 B ~~black~~ men has a felony conviction (Carson, 2018), the link between punitive prosecution and racial injustice in America is difficult to dismiss.

Considering the injustice that American prosecutors ostensibly perpetuate, Bazelon (2019) offers a relatively simple, straightforward solution, which is to elect those who are "reformist," as opposed to conventional, prosecutors. In order to illustrate the importance of prosecutors' use of diversion programs, Bazelon (2019) cites the story of Kevin, a twenty-year-old black man charged with the ~~who acquired a~~ gun possession ~~charge~~ in Brooklyn, New York. The progressive prosecutor, Eric Gonzalez, in lieu of embracing a punitive approach, averred that getting Kevin involved in a diversion program was the most effective means, in the long run, for rehabilitating Kevin. Rather than contributing to mass incarceration with a cold disregard, Gonzales' preceding prosecutor, Ken Thompson, viewed that, by sending young men through the system, they would only come out more likely to offend after exposure to criminogenic correctional institutions.

awkward, unclear sentence

Despite initially accepting a plea deal, Kevin's legal team, due to his good behavior, was able to get him into the Youth and Congregations Partnership (YCP), a strict diversion program run by the District Attorney's office, which, upon successful completion, would dismiss the charges and seal Kevin's record. Despite initially violating the terms of his agreement, Kevin was given a second (and third) chance by the prosecutor's office, eventually completing YCP. Kevin's case conveys the immense prosecutorial power that exists, for Kevin could have been charged with a felony and denied the option to join YCP ~~for any reason.~~ Kevin's experience with YCP underscores how reformist attitudes enable prosecutors to utilize their power to give defendants second chances and avoid incarceration, all in favor of rehabilitation.

In the age of mass incarceration, a new wave of reformist prosecutors seek to balance punitive measures with public safety. With respect to the decimation of disadvantaged communities caused by mass incarceration, reformist prosecutors seek to reduce prosecutions and criminal penalties of low-level offenders, utilize diversion programs, and streamline scarce resources to the prosecution of violent offenses. Through sharing the stories of Noura and Kevin, Bazelon (2019) effectively argues for prosecutorial reform in a broken justice system.

References

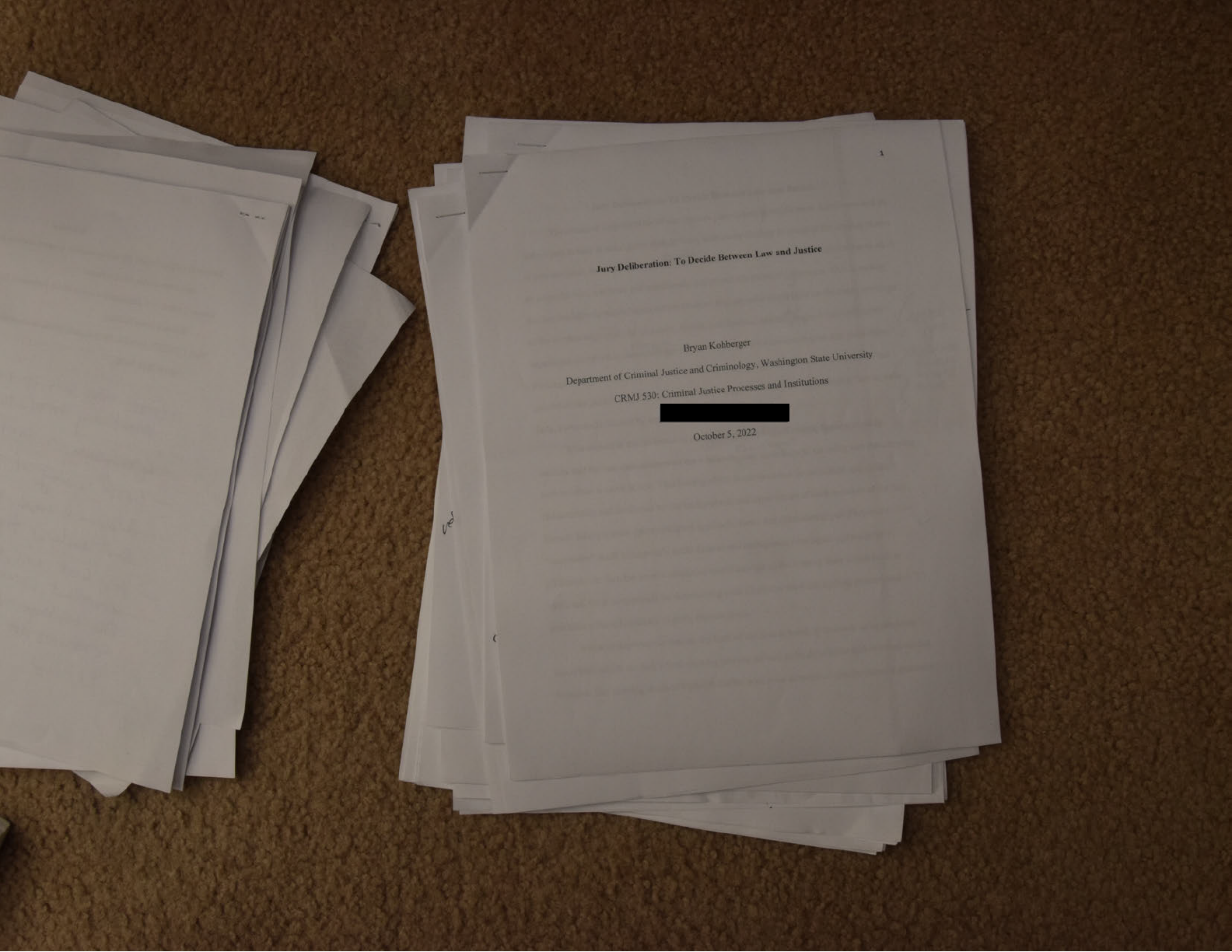
Bazelon, E. (2019) *Charged: The new movement to transform American prosecution and end mass incarceration.* Random House.

Carson, E. (2018). U.S. Department of Justice. (2018). *Prisoners in 2016* (Report No. 251149). Bureau of Justice Statistics.

Pfaff, J. F. (2017). *Locked in: The true causes of mass incarceration—and how to achieve real reform.* Basic Books.

- Good intro - sets up paper well. Try mentioning title/author as well
- Conclusion is brief/incomplete
- Good summary of the book, esp. Noura's case. You weave summary and analysis together well
- You write well, and obviously have an excellent vocabulary. Try not to overdo the verbiage - oftentimes, simple/concise sentences are clearer and easier to follow

(90)



Jury Deliberation: To Decide Between Law and Justice

Bryan Kohberger

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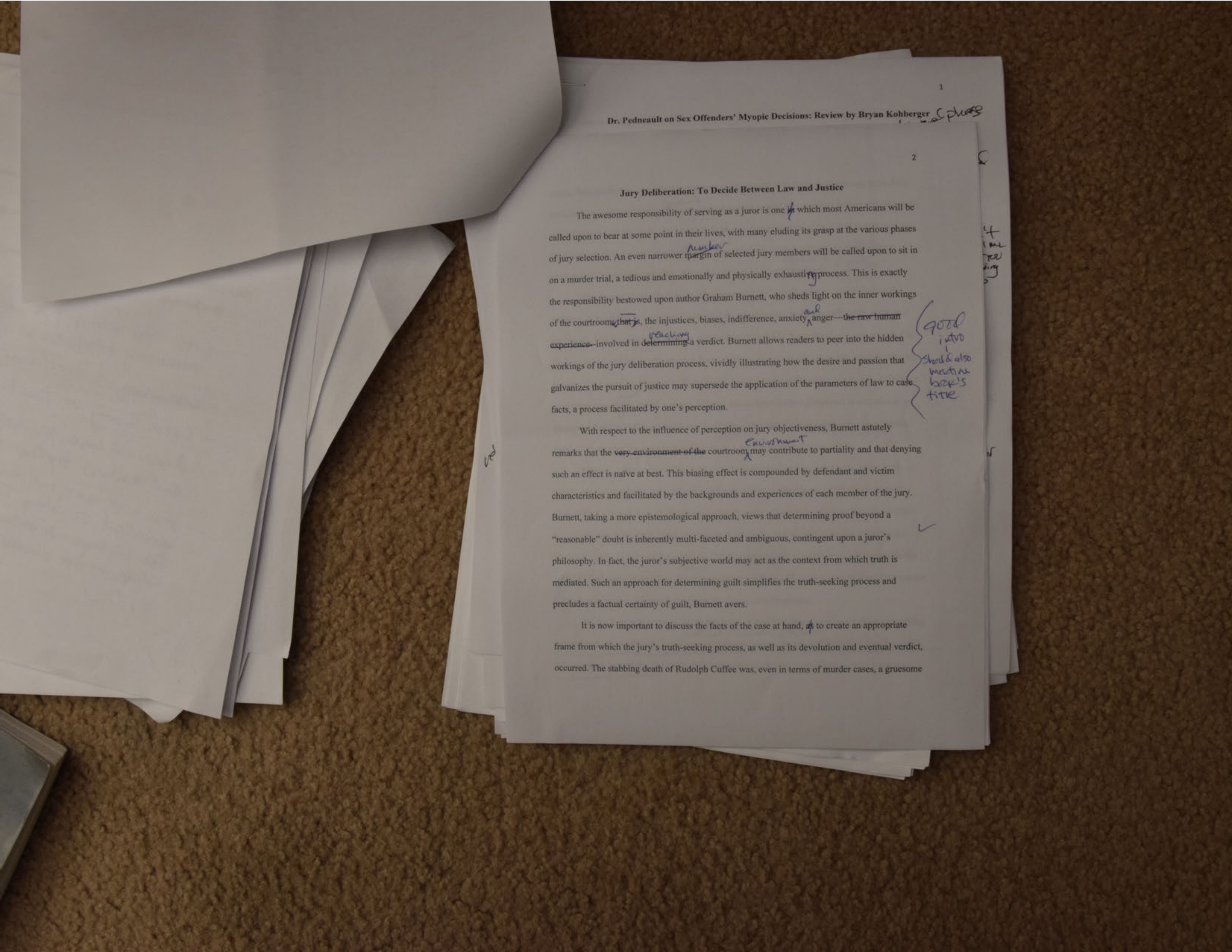
CRMJ 530: Criminal Justice Processes and Institutions

[redacted]

October 5, 2022



Dr. Pedneault on Sex Offenders' Myopic Decisions: Review by Bryan Kohberger (phrase

Jury Deliberation: To Decide Between Law and Justice

The awesome responsibility of serving as a juror is one ~~in~~ which most Americans will be called upon to bear at some point in their lives, with many eluding its grasp at the various phases of jury selection. An even narrower ~~margin~~ number of selected jury members will be called upon to sit in on a murder trial, a tedious and emotionally and physically exhausting process. This is exactly the responsibility bestowed upon author Graham Burnett, who sheds light on the inner workings of the courtroom~~, that is~~, the injustices, biases, indifference, anxiety, and anger—~~the raw human experience~~--involved in ~~determining~~ reaching a verdict. Burnett allows readers to peer into the hidden workings of the jury deliberation process, vividly illustrating how the desire and passion that galvanizes the pursuit of justice may supersede the application of the parameters of law to case facts, a process facilitated by one's perception.

good intro
Should also mention book's title

With respect to the influence of perception on jury objectiveness, Burnett astutely remarks that the ~~very environment of the~~ courtroom environment may contribute to partiality and that denying such an effect is naïve at best. This biasing effect is compounded by defendant and victim characteristics and facilitated by the backgrounds and experiences of each member of the jury. Burnett, taking a more epistemological approach, views that determining proof beyond a "reasonable" doubt is inherently multi-faceted and ambiguous, contingent upon a juror's philosophy. In fact, the juror's subjective world may act as the context from which truth is mediated. Such an approach for determining guilt simplifies the truth-seeking process and precludes a factual certainty of guilt, Burnett avers. ✓

It is now important to discuss the facts of the case at hand, ~~as~~ to create an appropriate frame from which the jury's truth-seeking process, as well as its devolution and eventual verdict, occurred. The stabbing death of Rudolph Cuffee was, even in terms of murder cases, a gruesome

Dr. Pedneault on Sex Offenders' Myopic Decisions: Review by Bryan Kohberger phrase

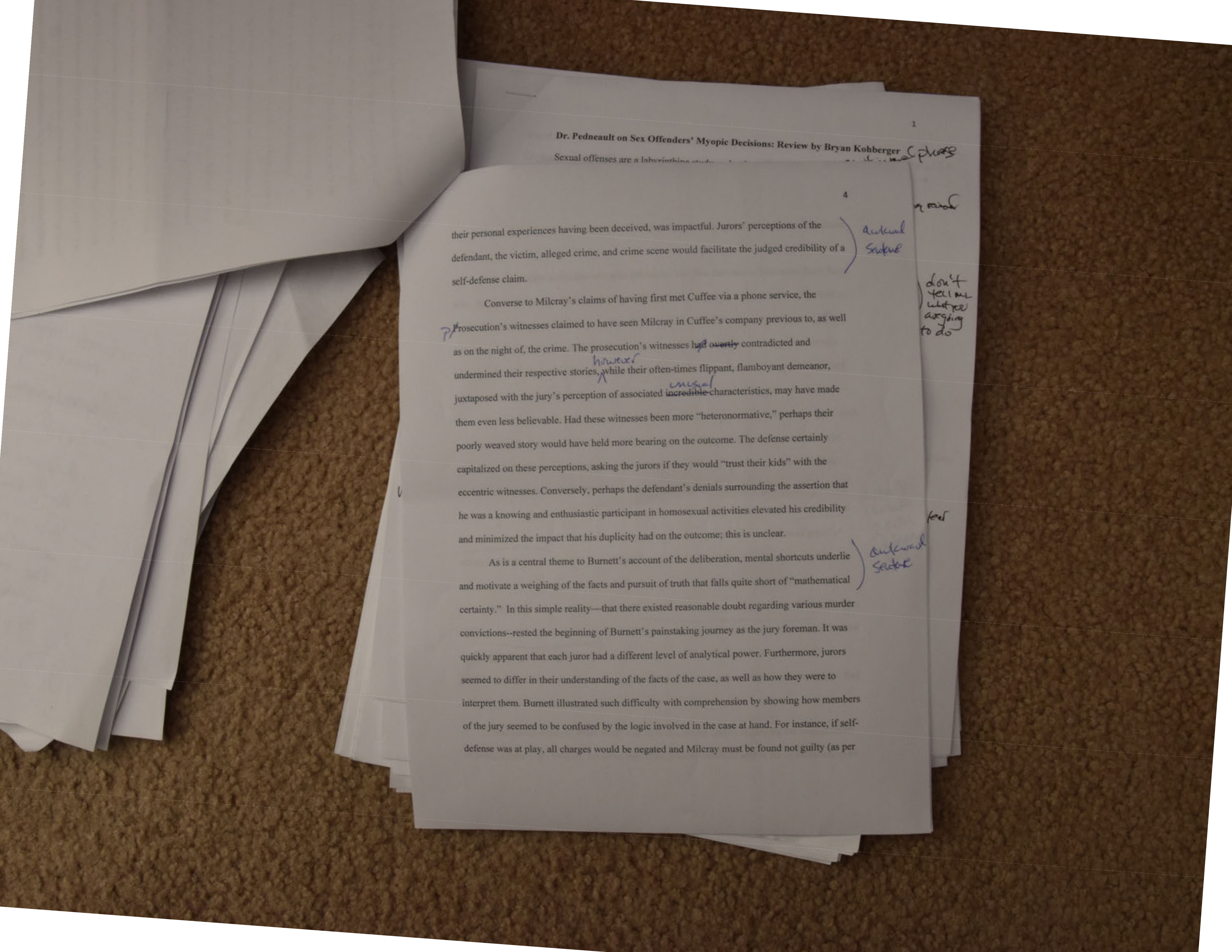
scene. Rudolph had been stabbed in the heart once, as well as in the upper back and behind his neck and head approximately ~~20~~ twenty times—blood pooled around him and was spattered on the walls and television near his body. His cause of death was determined to be the initial stab wound to the chest, which cut an aortic valve. To the jury members, related autopsy and ~~crime~~ scene photographs would be a reminder of the seriousness of the ~~circumstance~~ event? . Word choice

Detectives and criminalists on the scene noted the brutality of the case, believing the stabbing so frantic as to have likely wounded the perpetrator. On August 2~~nd~~, 1998, at about 2 am, Monte Milcray, who had claimed to have been jumped by five white men, was admitted to the hospital to treat his nearly severed finger; Milcray was promptly taken into custody after his surgery. Evidenced by Milcray's DNA (blood) being present at the crime scene, it was clear that something was off about his initial account. Milcray would later claim self-defense in response to an attempted forcible sodomy~~, perpetrated~~ by Cuffee, who had allegedly claimed to be a woman named "Veronique" in order to lure Milcray to a private location for the attack.

Milcray, a demonstrated liar, claims to have met Cuffee via a telephone dating service, which was not verifiable, though Cuffee did receive three calls around 12:55 am (potentially from Cuffee's friend, Pessel). If Milcray, who allegedly called 911 regarding the alleged attack at 1:10 am, was indeed the caller, this meant that Milcray had spoken with and walked a few blocks to Cuffee's, talked for a while, had been attacked, and escaped the apartment within the span of 15 minutes. Regardless of ~~the~~ this improbable timeline, Milcray's potential deception was not quite enough to cast reasonable doubt on his claims of self-defense.

By the time in the trial in which this level of detail had been introduced, the truth-seeking process had yet to officially begin in a collaborative sense, though it did begin within the minds of each juror, separately. For some, this impression of Milcray as duplicitous, with respect to

awkward/unclear phrase



1

Dr. Pedneault on Sex Offenders' Myopic Decisions: Review by Bryan Kohberger phrase

Sexual offenses are a labyrinthine

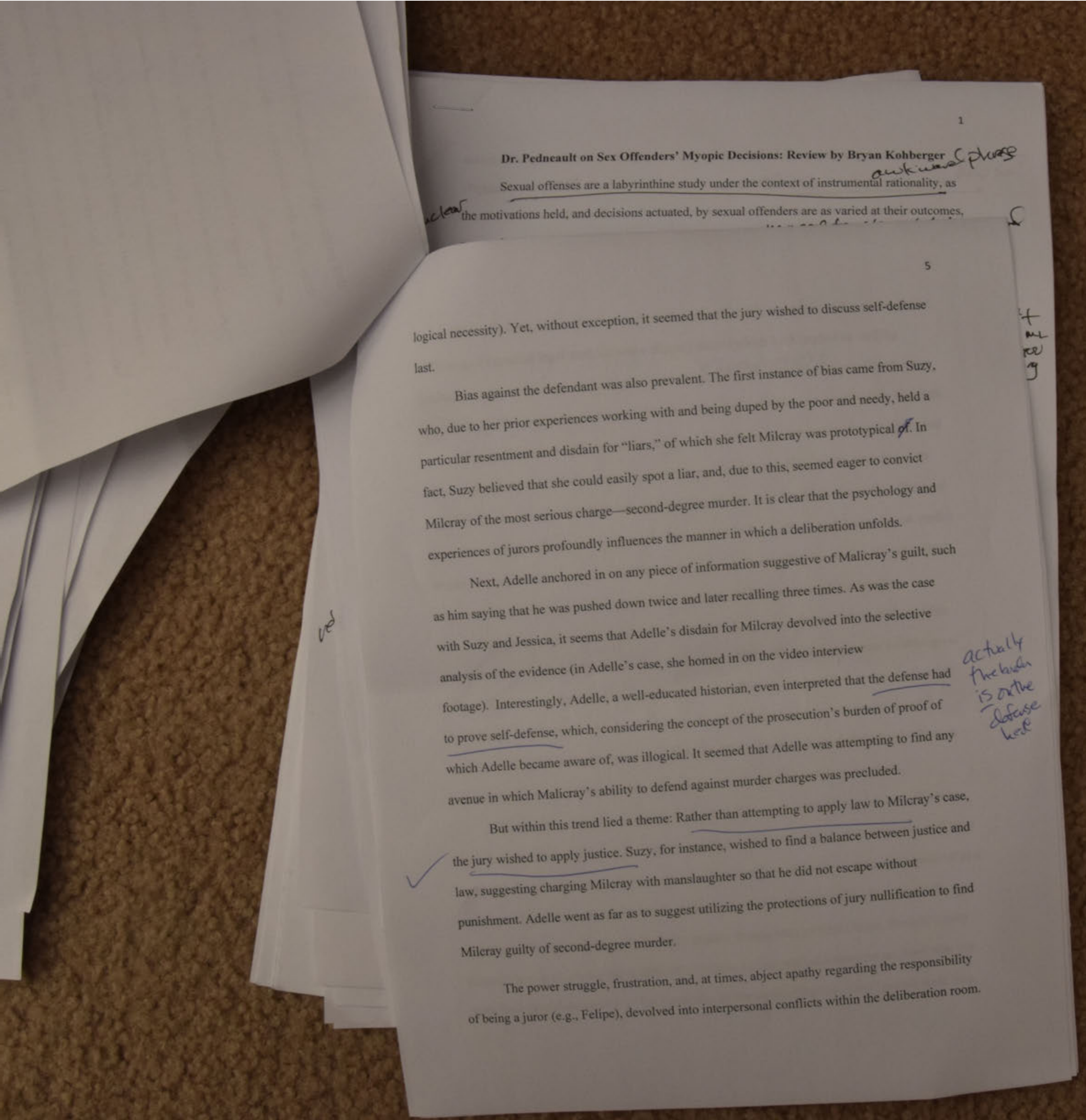
4

their personal experiences having been deceived, was impactful. Jurors' perceptions of the defendant, the victim, alleged crime, and crime scene would facilitate the judged credibility of a self-defense claim. awkward sentence

don't tell me what you are going to do

Converse to Milcray's claims of having first met Cuffee via a phone service, the P/ Prosecution's witnesses claimed to have seen Milcray in Cuffee's company previous to, as well as on the night of, the crime. The prosecution's witnesses had ~~overtly~~ contradicted and undermined their respective stories, however while their often-times flippant, flamboyant demeanor, juxtaposed with the jury's perception of associated ~~incredible~~ unusual characteristics, may have made them even less believable. Had these witnesses been more "heteronormative," perhaps their poorly weaved story would have held more bearing on the outcome. The defense certainly capitalized on these perceptions, asking the jurors if they would "trust their kids" with the eccentric witnesses. Conversely, perhaps the defendant's denials surrounding the assertion that he was a knowing and enthusiastic participant in homosexual activities elevated his credibility and minimized the impact that his duplicity had on the outcome; this is unclear.

As is a central theme to Burnett's account of the deliberation, mental shortcuts underlie and motivate a weighing of the facts and pursuit of truth that falls quite short of "mathematical certainty." In this simple reality—that there existed reasonable doubt regarding various murder convictions--rested the beginning of Burnett's painstaking journey as the jury foreman. It was quickly apparent that each juror had a different level of analytical power. Furthermore, jurors seemed to differ in their understanding of the facts of the case, as well as how they were to interpret them. Burnett illustrated such difficulty with comprehension by showing how members of the jury seemed to be confused by the logic involved in the case at hand. For instance, if self-defense was at play, all charges would be negated and Milcray must be found not guilty (as per awkward sentence



Dr. Pedneault on Sex Offenders' Myopic Decisions: Review by Bryan Kohberger

awkward phrase

Sexual offenses are a labyrinthine study under the context of instrumental rationality, as

unclear the motivations held, and decisions actuated, by sexual offenders are as varied at their outcomes,

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logical necessity). Yet, without exception, it seemed that the jury wished to discuss self-defense last.

Bias against the defendant was also prevalent. The first instance of bias came from Suzy, who, due to her prior experiences working with and being duped by the poor and needy, held a particular resentment and disdain for "liars," of which she felt Milcray was prototypical ~~of~~. In fact, Suzy believed that she could easily spot a liar, and, due to this, seemed eager to convict Milcray of the most serious charge—second-degree murder. It is clear that the psychology and experiences of jurors profoundly influences the manner in which a deliberation unfolds.

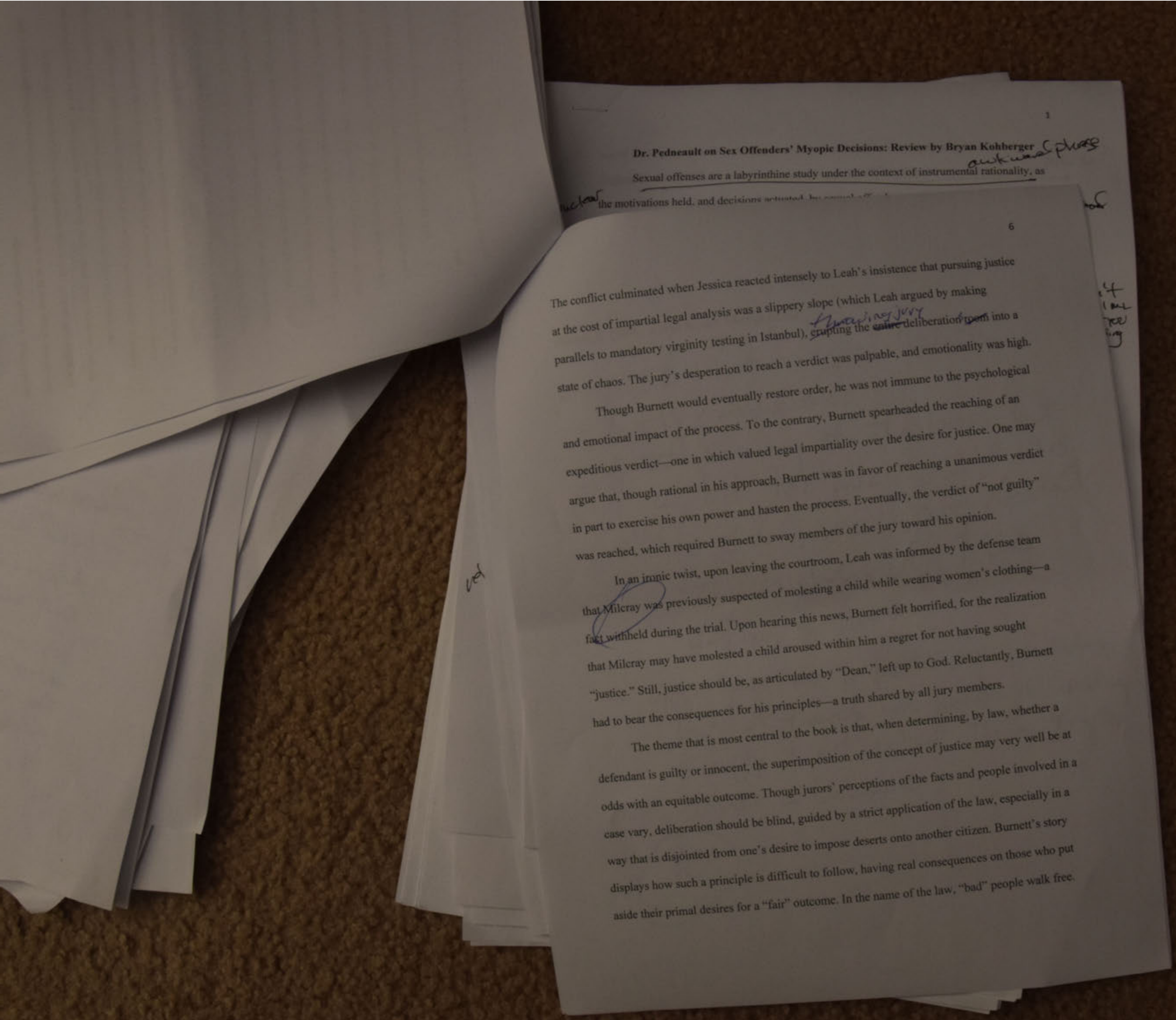
Next, Adelle anchored in on any piece of information suggestive of Malicray's guilt, such as him saying that he was pushed down twice and later recalling three times. As was the case with Suzy and Jessica, it seems that Adelle's disdain for Milcray devolved into the selective analysis of the evidence (in Adelle's case, she homed in on the video interview footage). Interestingly, Adelle, a well-educated historian, even interpreted that the defense had to prove self-defense, which, considering the concept of the prosecution's burden of proof of which Adelle became aware of, was illogical. It seemed that Adelle was attempting to find any avenue in which Malicray's ability to defend against murder charges was precluded.

actually the burden is on the defense here

But within this trend lied a theme: Rather than attempting to apply law to Milcray's case, the jury wished to apply justice. Suzy, for instance, wished to find a balance between justice and law, suggesting charging Milcray with manslaughter so that he did not escape without punishment. Adelle went as far as to suggest utilizing the protections of jury nullification to find Milcray guilty of second-degree murder.

✓

The power struggle, frustration, and, at times, abject apathy regarding the responsibility of being a juror (e.g., Felipe), devolved into interpersonal conflicts within the deliberation room.



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Dr. Pedneault on Sex Offenders' Myopic Decisions: Review by Bryan Kohberger awkward phrase

Sexual offenses are a labyrinthine study under the context of instrumental rationality, as

the motivations held, and decisions actuated, by

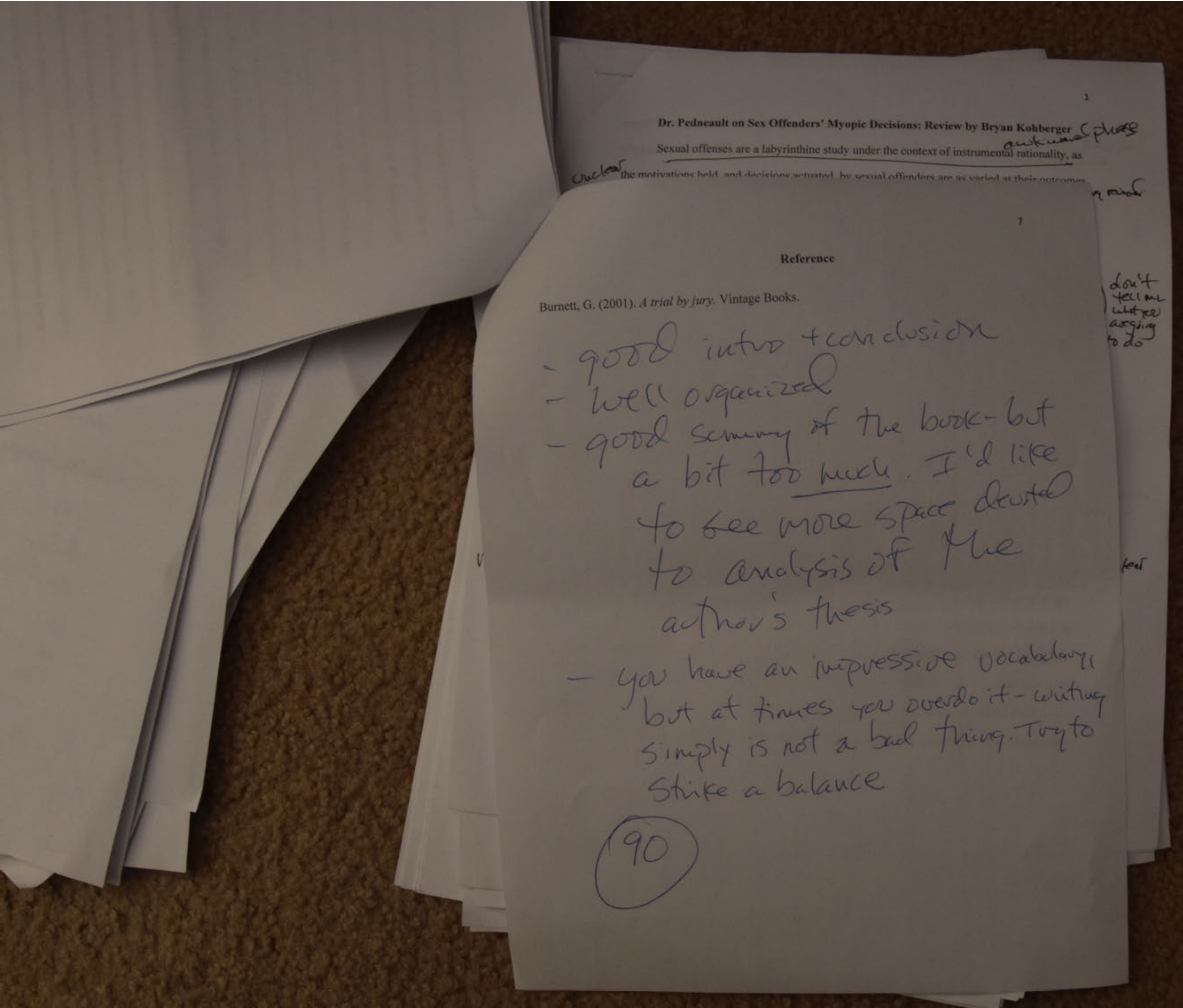
6

The conflict culminated when Jessica reacted intensely to Leah's insistence that pursuing justice at the cost of impartial legal analysis was a slippery slope (which Leah argued by making parallels to mandatory virginity testing in Istanbul), ~~erupting~~ throwing the ~~entire~~ jury deliberation ~~room~~ into a state of chaos. The jury's desperation to reach a verdict was palpable, and emotionality was high.

Though Burnett would eventually restore order, he was not immune to the psychological and emotional impact of the process. To the contrary, Burnett spearheaded the reaching of an expeditious verdict—one in which valued legal impartiality over the desire for justice. One may argue that, though rational in his approach, Burnett was in favor of reaching a unanimous verdict in part to exercise his own power and hasten the process. Eventually, the verdict of "not guilty" was reached, which required Burnett to sway members of the jury toward his opinion.

In an ironic twist, upon leaving the courtroom, Leah was informed by the defense team that Milcray was previously suspected of molesting a child while wearing women's clothing—a fact withheld during the trial. Upon hearing this news, Burnett felt horrified, for the realization that Milcray may have molested a child aroused within him a regret for not having sought "justice." Still, justice should be, as articulated by "Dean," left up to God. Reluctantly, Burnett had to bear the consequences for his principles—a truth shared by all jury members.

The theme that is most central to the book is that, when determining, by law, whether a defendant is guilty or innocent, the superimposition of the concept of justice may very well be at odds with an equitable outcome. Though jurors' perceptions of the facts and people involved in a case vary, deliberation should be blind, guided by a strict application of the law, especially in a way that is disjointed from one's desire to impose deserts onto another citizen. Burnett's story displays how such a principle is difficult to follow, having real consequences on those who put aside their primal desires for a "fair" outcome. In the name of the law, "bad" people walk free.



Dr. Pedneault on Sex Offenders' Myopic Decisions: Review by Bryan Kohberger

awkward phrase

Sexual offenses are a labyrinthine study under the context of instrumental rationality, as

unclear

the motivations held, and decisions actuated, by sexual offenders are as varied at their outcomes

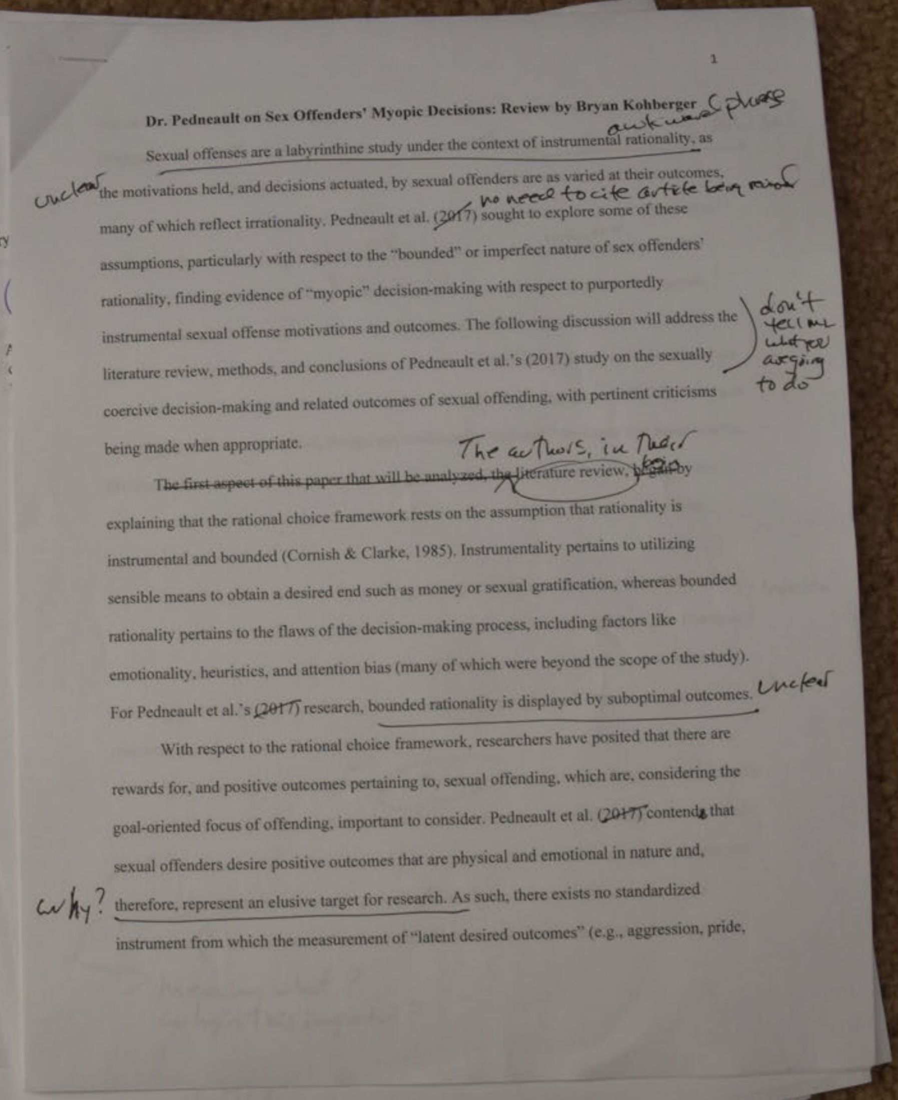
don't tell me what you're going to do

Reference

Burnett, G. (2001). *A trial by jury.* Vintage Books.

- good intro + conclusion
- well organized
- good summary of the book - but a bit too much. I'd like to see more space devoted to analysis of the author's thesis
- you have an impressive vocabulary, but at times you overdo it - writing simply is not a bad thing. Try to strike a balance

90

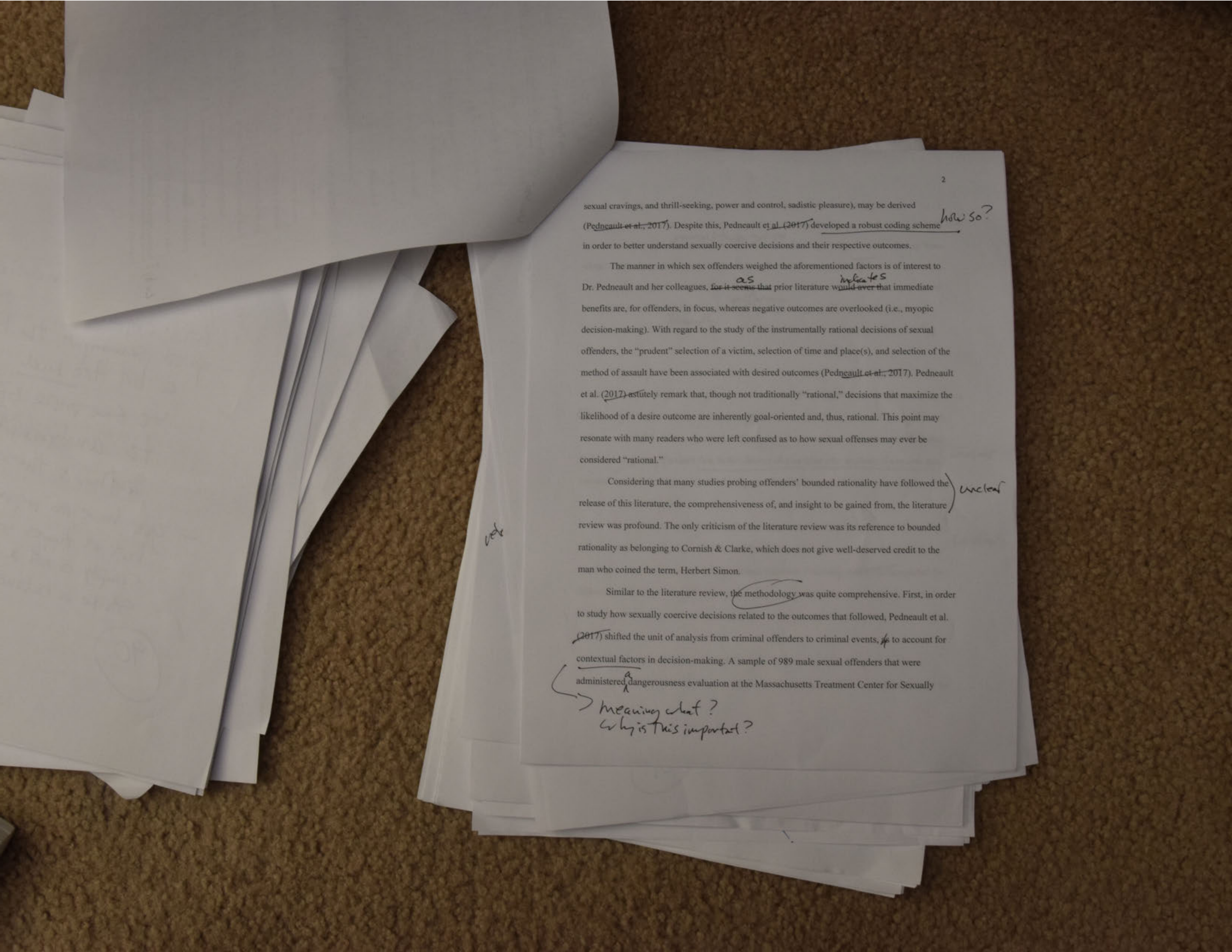


Dr. Pedneault on Sex Offenders' Myopic Decisions: Review by Bryan Kohberger awkward phrase

Sexual offenses are a labyrinthine study under the context of instrumental rationality, as unclear the motivations held, and decisions actuated, by sexual offenders are as varied at their outcomes, many of which reflect irrationality. Pedneault et al. (~~2017~~) no need to cite article being reviewed sought to explore some of these assumptions, particularly with respect to the "bounded" or imperfect nature of sex offenders' rationality, finding evidence of "myopic" decision-making with respect to purportedly instrumental sexual offense motivations and outcomes. The following discussion will address the literature review, methods, and conclusions of Pedneault et al.'s (2017) study on the sexually coercive decision-making and related outcomes of sexual offending, with pertinent criticisms being made when appropriate. don't tell me what you are going to do

~~The first aspect of this paper that will be analyzed, the~~ The authors, in their literature review, ~~began~~ begin by explaining that the rational choice framework rests on the assumption that rationality is instrumental and bounded (Cornish & Clarke, 1985). Instrumentality pertains to utilizing sensible means to obtain a desired end such as money or sexual gratification, whereas bounded rationality pertains to the flaws of the decision-making process, including factors like emotionality, heuristics, and attention bias (many of which were beyond the scope of the study). For Pedneault et al.'s ~~(2017)~~ research, bounded rationality is displayed by suboptimal outcomes. unclear

With respect to the rational choice framework, researchers have posited that there are rewards for, and positive outcomes pertaining to, sexual offending, which are, considering the goal-oriented focus of offending, important to consider. Pedneault et al. ~~(2017)~~ contends that sexual offenders desire positive outcomes that are physical and emotional in nature and, why? therefore, represent an elusive target for research. As such, there exists no standardized instrument from which the measurement of "latent desired outcomes" (e.g., aggression, pride,



sexual cravings, and thrill-seeking, power and control, sadistic pleasure), may be derived (Pedneault ~~et al., 2017~~). Despite this, Pedneault et ~~al. (2017)~~ developed a robust coding scheme in order to better understand sexually coercive decisions and their respective outcomes.

how so?

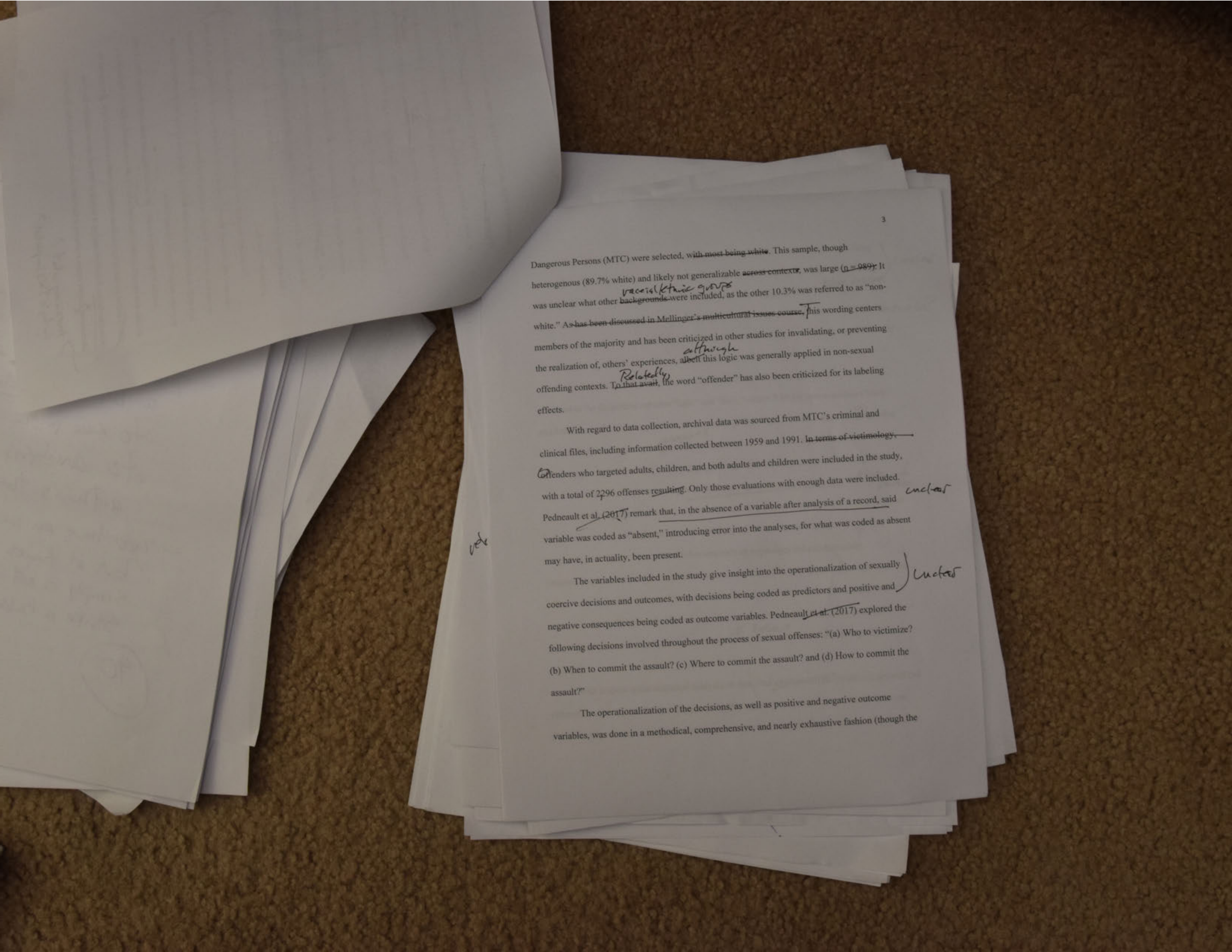
The manner in which sex offenders weighed the aforementioned factors is of interest to Dr. Pedneault and her colleagues, ~~for it seems that~~ as prior literature w~~ould aver th~~at indicates immediate benefits are, for offenders, in focus, whereas negative outcomes are overlooked (i.e., myopic decision-making). With regard to the study of the instrumentally rational decisions of sexual offenders, the "prudent" selection of a victim, selection of time and place(s), and selection of the method of assault have been associated with desired outcomes (Pedneault ~~et al.,~~ 2017). Pedneault et al. (2017) ~~astutely~~ remark that, though not traditionally "rational," decisions that maximize the likelihood of a desire outcome are inherently goal-oriented and, thus, rational. This point may resonate with many readers who were left confused as to how sexual offenses may ever be considered "rational."

Considering that many studies probing offenders' bounded rationality have followed the release of this literature, the comprehensiveness of, and insight to be gained from, the literature review was profound. The only criticism of the literature review was its reference to bounded rationality as belonging to Cornish & Clarke, which does not give well-deserved credit to the man who coined the term, Herbert Simon.

unclear

Similar to the literature review, the methodology was quite comprehensive. First, in order to study how sexually coercive decisions related to the outcomes that followed, Pedneault et al. ~~(2017)~~ shifted the unit of analysis from criminal offenders to criminal events, ~~as~~ to account for contextual factors in decision-making. A sample of 989 male sexual offenders that were administered a dangerousness evaluation at the Massachusetts Treatment Center for Sexually

meaning what?
why is this important?

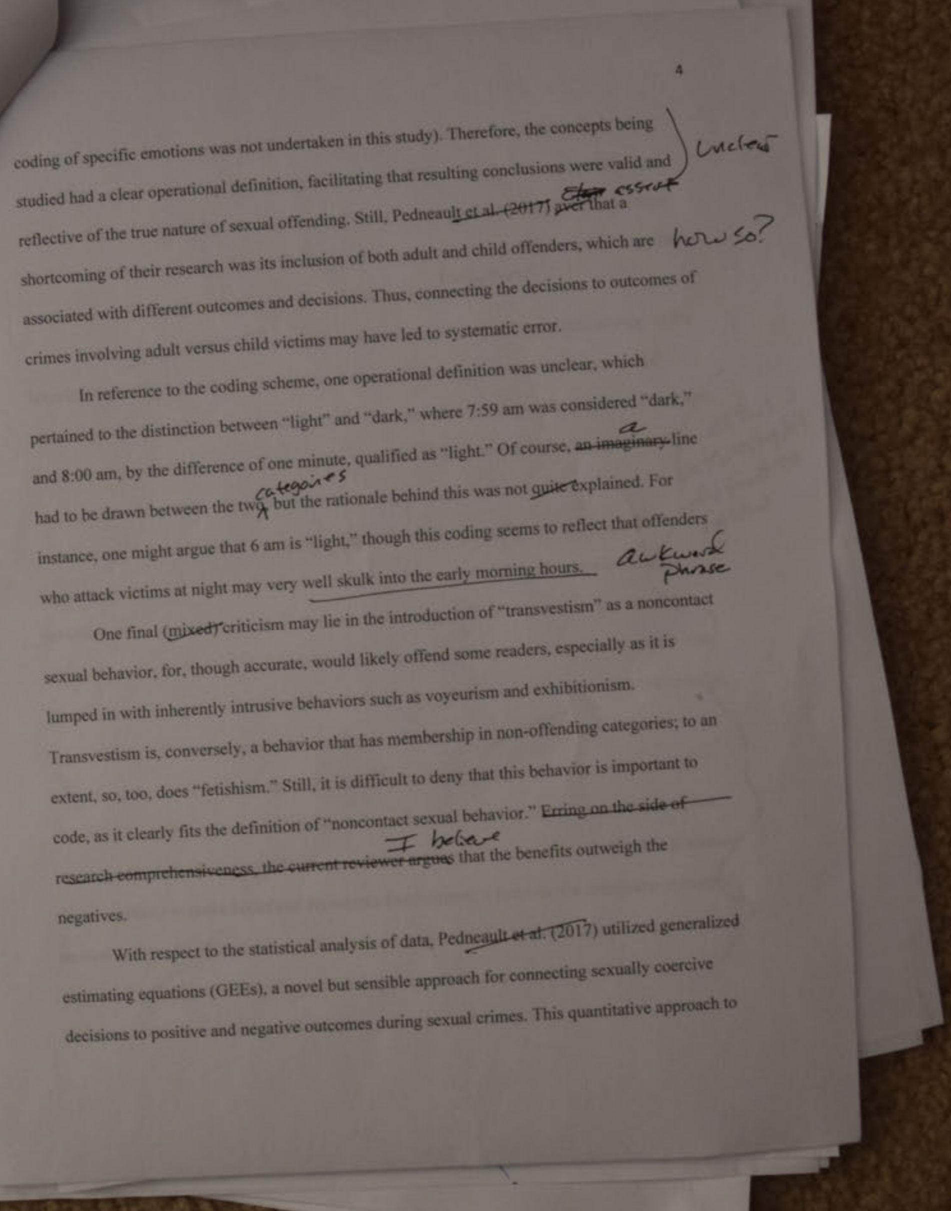


Dangerous Persons (MTC) were selected, w~~ith most being white~~. This sample, though heterogenous (89.7% white) and likely not generalizable ~~across contexts~~, was large (n = 989). It was unclear what other racial/ethnic groups ~~backgrounds~~ were included, as the other 10.3% was referred to as "non-white." As ~~has been discussed in Mellinger's multicultural issues course,~~ This wording centers members of the majority and has been criticized in other studies for invalidating, or preventing the realization of, others' experiences, although ~~albeit~~ this logic was generally applied in non-sexual offending contexts. Relatedly, ~~To that avail~~, the word "offender" has also been criticized for its labeling effects.

With regard to data collection, archival data was sourced from MTC's criminal and clinical files, including information collected between 1959 and 1991. ~~In terms of victimology,~~ Offenders who targeted adults, children, and both adults and children were included in the study, with a total of 2296 offenses ~~resulting~~. Only those evaluations with enough data were included. Pedneault et al. (2017) remark that, in the absence of a variable after analysis of a record, said variable was coded as "absent," introducing error into the analyses, for what was coded as absent may have, in actuality, been present. unclear

The variables included in the study give insight into the operationalization of sexually coercive decisions and outcomes, with decisions being coded as predictors and positive and negative consequences being coded as outcome variables. unclear Pedneault ~~et al.~~ (2017) explored the following decisions involved throughout the process of sexual offenses: "(a) Who to victimize? (b) When to commit the assault? (c) Where to commit the assault? and (d) How to commit the assault?"

The operationalization of the decisions, as well as positive and negative outcome variables, was done in a methodical, comprehensive, and nearly exhaustive fashion (though the



coding of specific emotions was not undertaken in this study). Therefore, the concepts being
studied had a clear operational definition, facilitating that resulting conclusions were valid and
reflective of the true nature of sexual offending. Still, Pedneault ~~et al. (2017)~~ ~~aver~~ assert that a
shortcoming of their research was its inclusion of both adult and child offenders, which are
associated with different outcomes and decisions. Thus, connecting the decisions to outcomes of
crimes involving adult versus child victims may have led to systematic error.

unclear

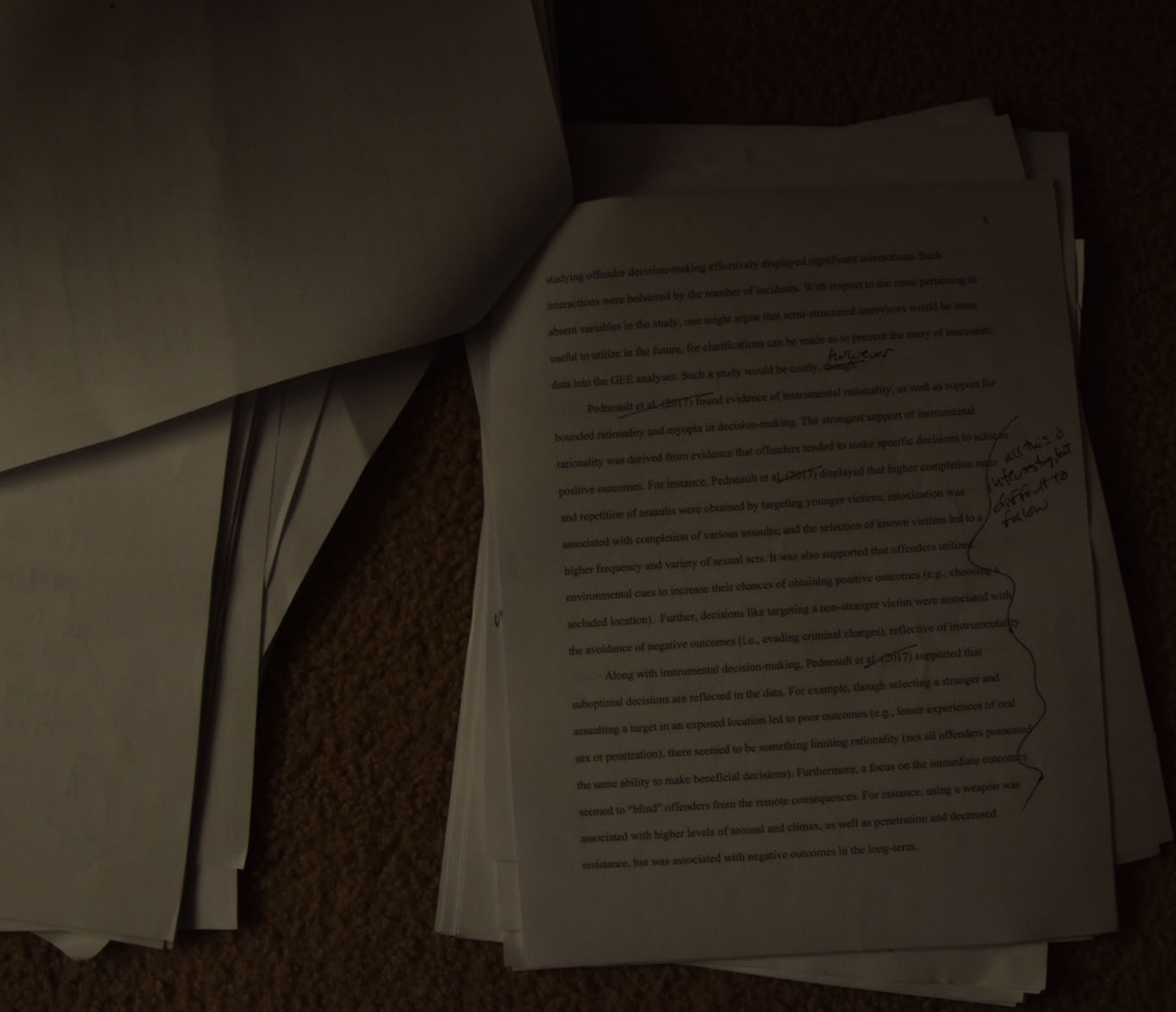
how so?

In reference to the coding scheme, one operational definition was unclear, which
pertained to the distinction between "light" and "dark," where 7:59 am was considered "dark,"
and 8:00 am, by the difference of one minute, qualified as "light." Of course, ~~an imaginary~~ a line
had to be drawn between the two categories, but the rationale behind this was not ~~quite~~ explained. For
instance, one might argue that 6 am is "light," though this coding seems to reflect that offenders
who attack victims at night may very well skulk into the early morning hours.

awkward phrase

One final (~~mixed~~) criticism may lie in the introduction of "transvestism" as a noncontact
sexual behavior, for, though accurate, would likely offend some readers, especially as it is
lumped in with inherently intrusive behaviors such as voyeurism and exhibitionism.
Transvestism is, conversely, a behavior that has membership in non-offending categories; to an
extent, so, too, does "fetishism." Still, it is difficult to deny that this behavior is important to
code, as it clearly fits the definition of "noncontact sexual behavior." ~~Erring on the side of~~
~~research comprehensiveness, the current reviewer argues~~ I believe that the benefits outweigh the
negatives.

With respect to the statistical analysis of data, Pedneault ~~et al.~~ (2017) utilized generalized
estimating equations (GEEs), a novel but sensible approach for connecting sexually coercive
decisions to positive and negative outcomes during sexual crimes. This quantitative approach to



studying offender decision-making effectively displayed significant interactions. Such interactions were bolstered by the number of incidents. With respect to the issue pertaining to absent variables in the study, one might argue that semi-structured interviews would be more useful to utilize in the future, for clarifications can be made as to prevent the entry of inaccurate data into the GEE analyses. Such a study would be costly, ~~though.~~ however

Pedneault ~~et al. (2017)~~ found evidence of instrumental rationality, as well as support for bounded rationality and myopia in decision-making. The strongest support of instrumental rationality was derived from evidence that offenders tended to make specific decisions to achieve positive outcomes. For instance, Pedneault et ~~al. (2017)~~ displayed that higher completion rates and repetition of assaults were obtained by targeting younger victims; intoxication was associated with completion of various assaults; and the selection of known victims led to a higher frequency and variety of sexual acts. It was also supported that offenders utilized environmental cues to increase their chances of obtaining positive outcomes (e.g., choosing a secluded location). Further, decisions like targeting a non-stranger victim were associated with the avoidance of negative outcomes (i.e., evading criminal charges), reflective of instrumentality.

all this is interesting, but difficult to follow

Along with instrumental decision-making, Pedneault et ~~al. (2017)~~ supported that suboptimal decisions are reflected in the data. For example, though selecting a stranger and assaulting a target in an exposed location led to poor outcomes (e.g., lesser experiences of oral sex or penetration), there seemed to be something limiting rationality (not all offenders possessed the same ability to make beneficial decisions). Furthermore, a focus on the immediate outcomes seemed to "blind" offenders from the remote consequences. For instance, using a weapon was associated with higher levels of arousal and climax, as well as penetration and decreased resistance, but was associated with negative outcomes in the long-term.

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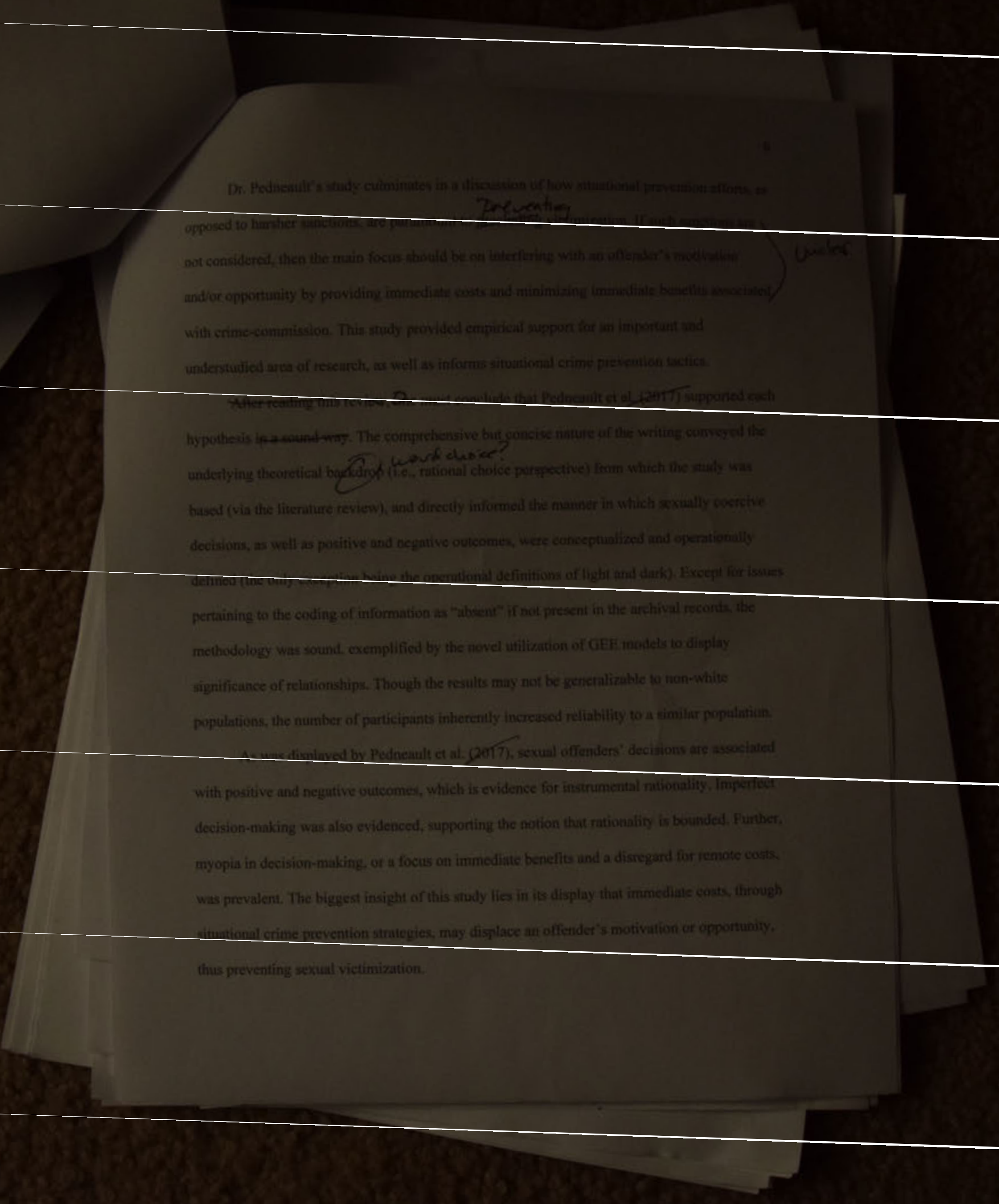


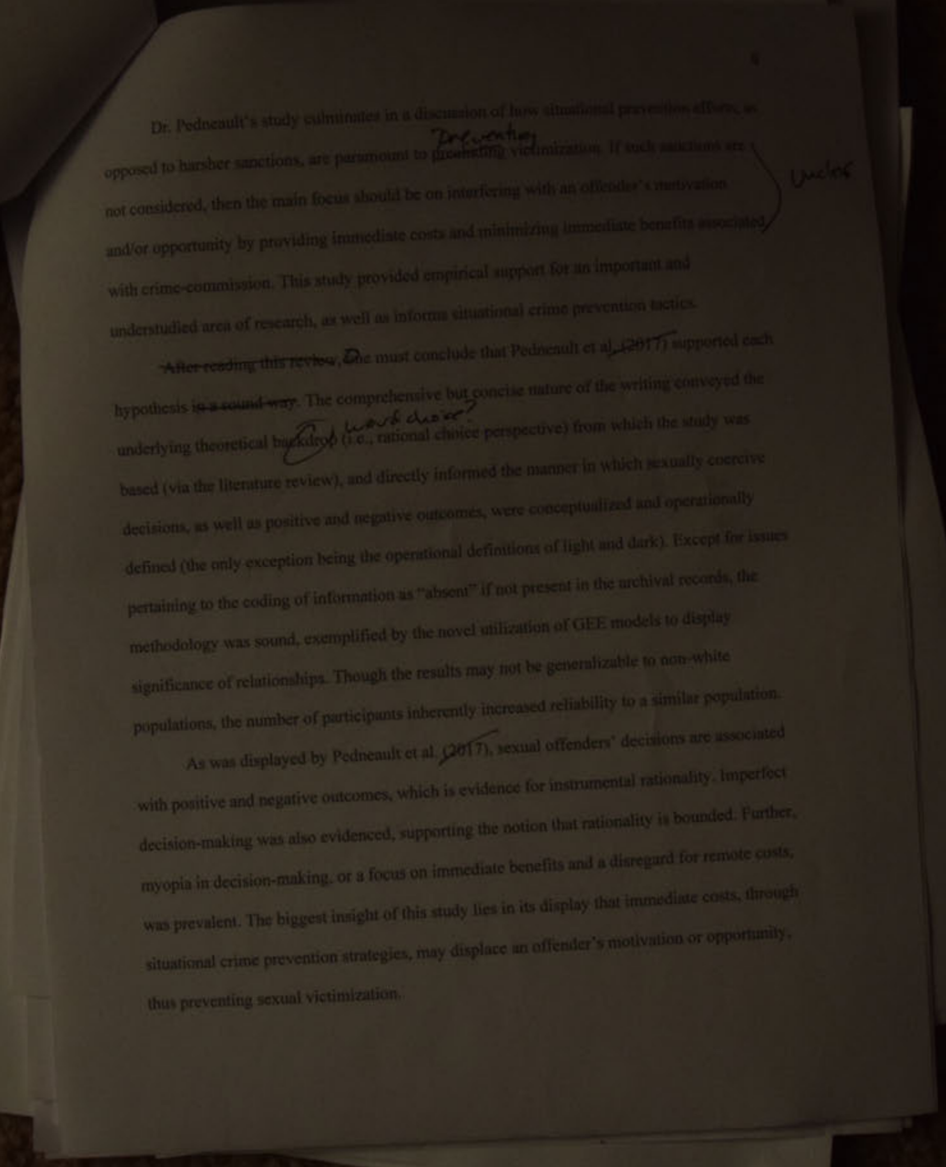
Dr. Pedneault's study culminates in a discussion of how situational prevention efforts, as opposed to harsher sanctions, are paramount to preventing ~~[illegible]~~ victimization. If such sanctions are not considered, then the main focus should be on interfering with an offender's motivation and/or opportunity by providing immediate costs and minimizing immediate benefits associated with crime-commission. This study provided empirical support for an important and understudied area of research, as well as informs situational crime prevention tactics.

Unclear

~~After reading this review,~~ One must conclude that Pedneault et al. (2017) supported each hypothesis ~~in a sound way~~. The comprehensive but concise nature of the writing conveyed the underlying theoretical backdrop (i.e., rational choice perspective) from which the study was based (via the literature review), and directly informed the manner in which sexually coercive decisions, as well as positive and negative outcomes, were conceptualized and operationally defined (the only exception being the operational definitions of light and dark). Except for issues pertaining to the coding of information as "absent" if not present in the archival records, the methodology was sound, exemplified by the novel utilization of GEE models to display significance of relationships. Though the results may not be generalizable to non-white populations, the number of participants inherently increased reliability to a similar population.

word choice?

As was displayed by Pedneault et al. (2017), sexual offenders' decisions are associated with positive and negative outcomes, which is evidence for instrumental rationality. Imperfect decision-making was also evidenced, supporting the notion that rationality is bounded. Further, myopia in decision-making, or a focus on immediate benefits and a disregard for remote costs, was prevalent. The biggest insight of this study lies in its display that immediate costs, through situational crime prevention strategies, may displace an offender's motivation or opportunity, thus preventing sexual victimization.



Dr. Pedneault's study culminates in a discussion of how situational prevention efforts, as opposed to harsher sanctions, are paramount to ~~promoting~~ preventing victimization. If such sanctions are not considered, then the main focus should be on interfering with an offender's motivation and/or opportunity by providing immediate costs and minimizing immediate benefits associated with crime-commission. Unclear This study provided empirical support for an important and understudied area of research, as well as informs situational crime prevention tactics.

~~After reading this review,~~ ~~o~~One must conclude that Pedneault et al. ~~(2017)~~ supported each hypothesis ~~is a sound way~~. The comprehensive but concise nature of the writing conveyed the underlying theoretical backdrop (i.e., rational choice perspective) from which the study was based (via the literature review), and directly informed the manner in which sexually coercive decisions, as well as positive and negative outcomes, were conceptualized and operationally defined (the only exception being the operational definitions of light and dark). Except for issues pertaining to the coding of information as "absent" if not present in the archival records, the methodology was sound, exemplified by the novel utilization of GEE models to display significance of relationships. Though the results may not be generalizable to non-white populations, the number of participants inherently increased reliability to a similar population.

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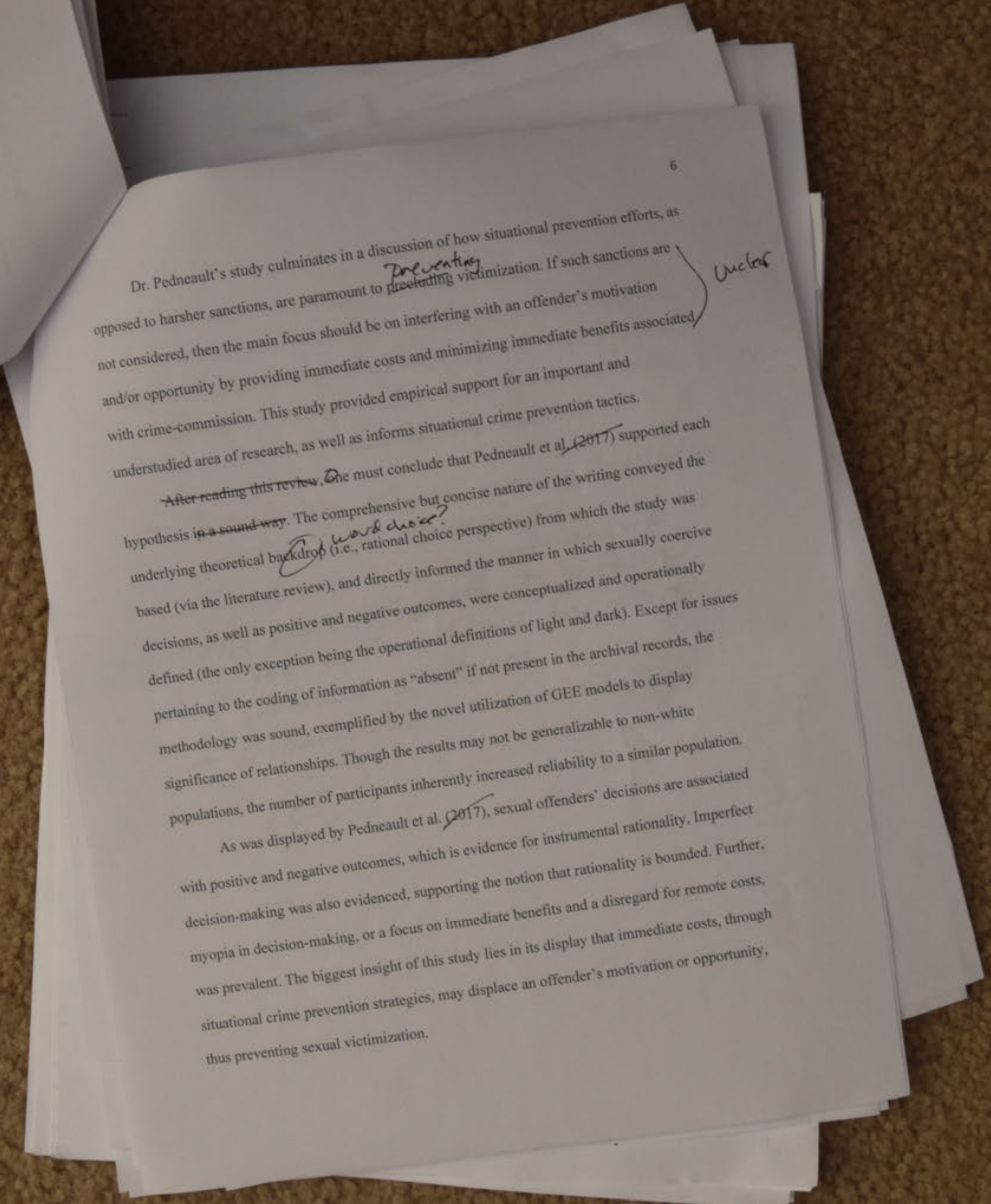

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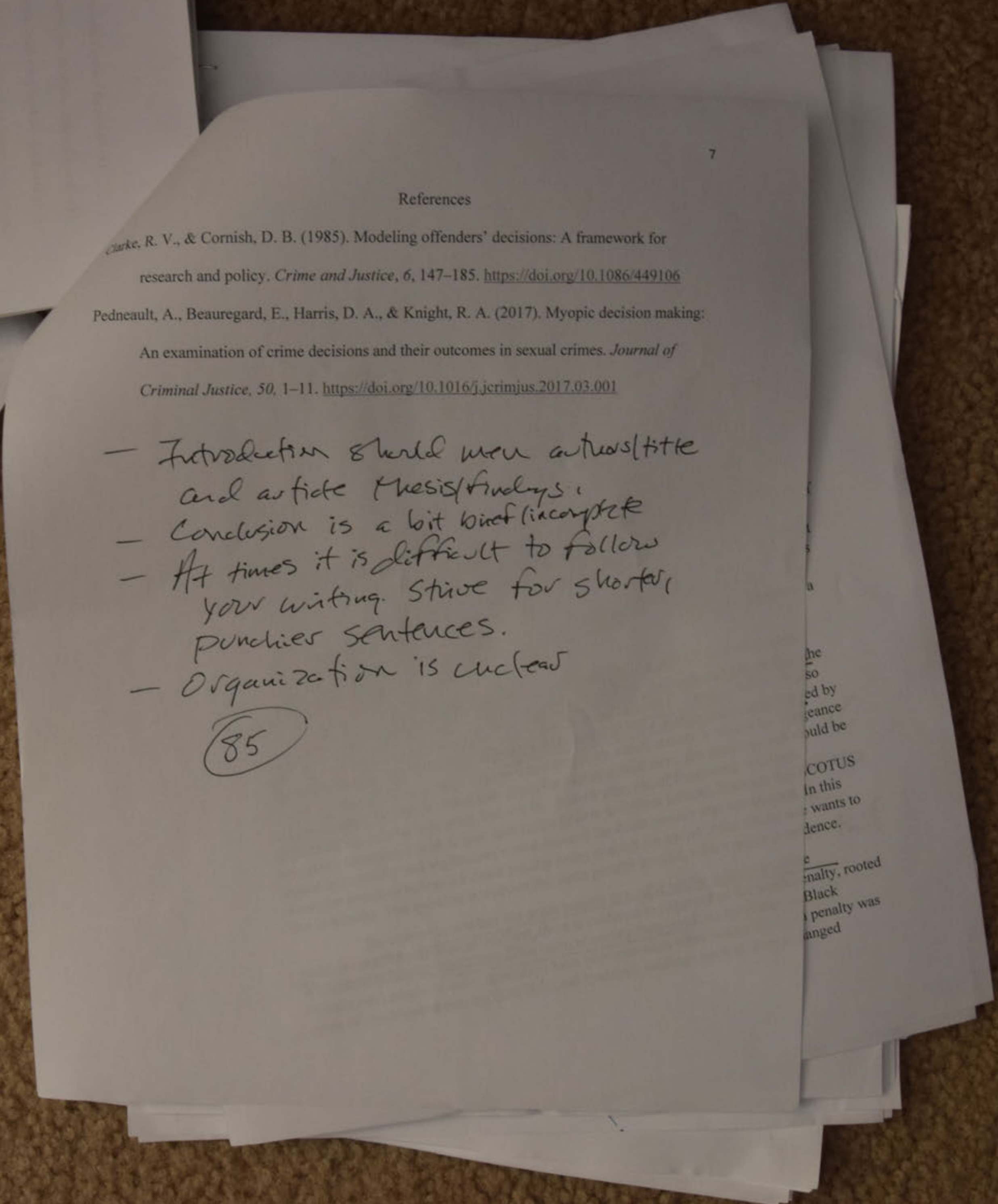

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- Introduction should mention authors/title and article thesis/findings.
- Conclusion is a bit brief/incomplete
- At times it is difficult to follow your writing. Strive for shorter, punchier sentences.
- Organization is unclear

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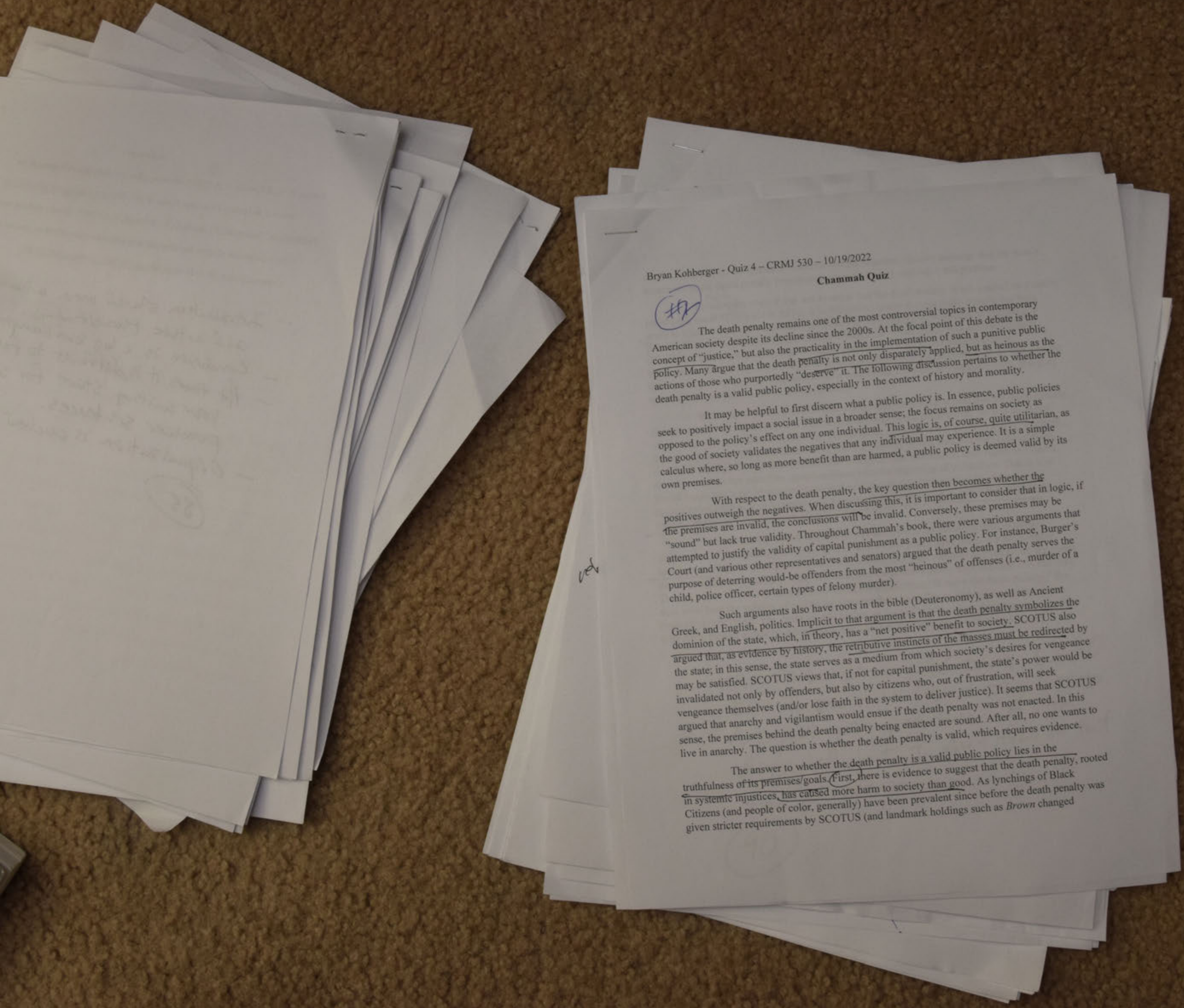


Bryan Kohberger - Quiz 4 – CRMJ 530 – 10/19/2022

Chammah Quiz

#2

The death penalty remains one of the most controversial topics in contemporary American society despite its decline since the 2000s. At the focal point of this debate is the concept of "justice," but also the practicality in the implementation of such a punitive public policy. Many argue that the death penalty is not only disparately applied, but as heinous as the actions of those who purportedly "deserve" it. The following discussion pertains to whether the death penalty is a valid public policy, especially in the context of history and morality.

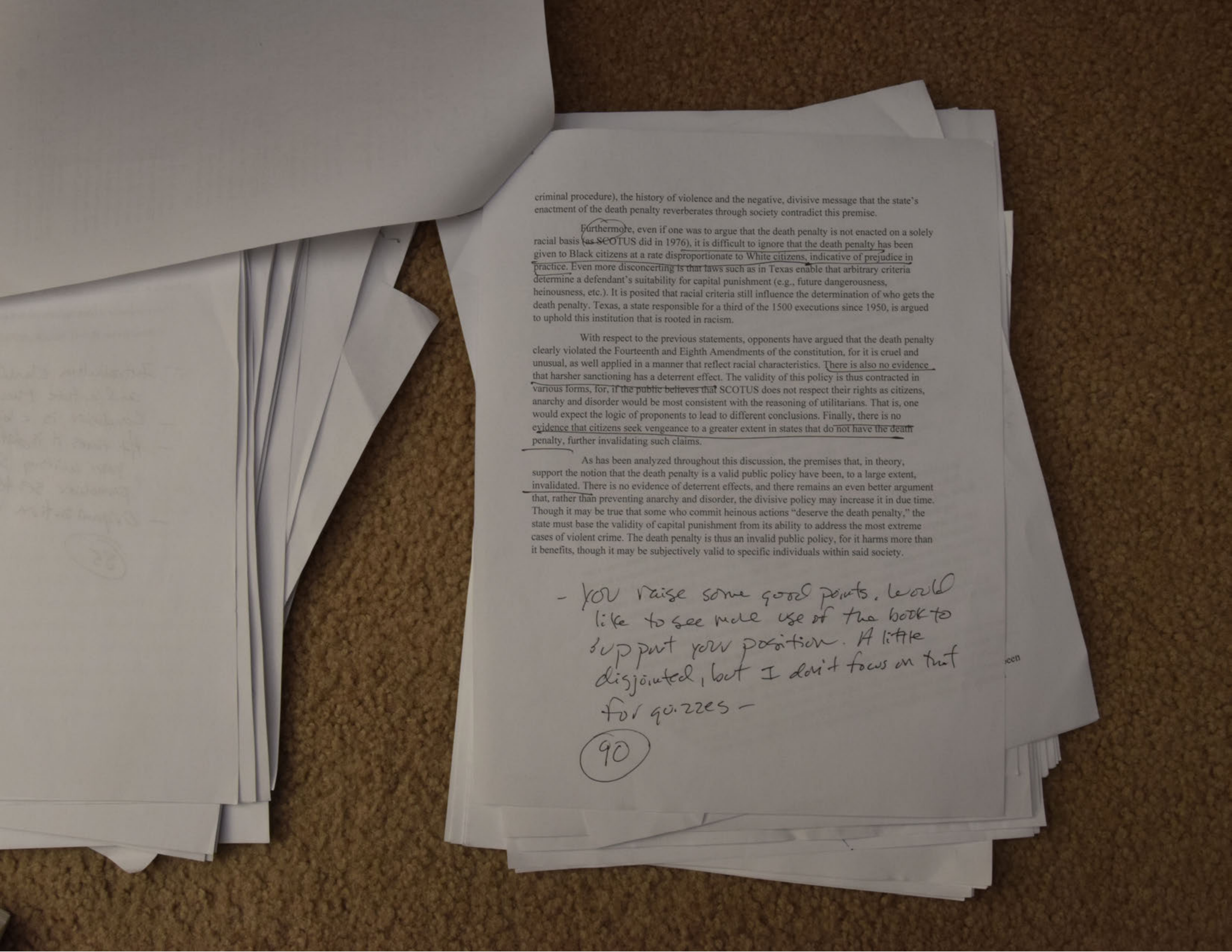
It may be helpful to first discern what a public policy is. In essence, public policies seek to positively impact a social issue in a broader sense; the focus remains on society as opposed to the policy's effect on any one individual. This logic is, of course, quite utilitarian, as the good of society validates the negatives that any individual may experience. It is a simple calculus where, so long as more benefit than are harmed, a public policy is deemed valid by its own premises.

With respect to the death penalty, the key question then becomes whether the positives outweigh the negatives. When discussing this, it is important to consider that in logic, if the premises are invalid, the conclusions will be invalid. Conversely, these premises may be "sound" but lack true validity. Throughout Chammah's book, there were various arguments that attempted to justify the validity of capital punishment as a public policy. For instance, Burger's Court (and various other representatives and senators) argued that the death penalty serves the purpose of deterring would-be offenders from the most "heinous" of offenses (i.e., murder of a child, police officer, certain types of felony murder).

ved

Such arguments also have roots in the bible (Deuteronomy), as well as Ancient Greek, and English, politics. Implicit to that argument is that the death penalty symbolizes the dominion of the state, which, in theory, has a "net positive" benefit to society. SCOTUS also argued that, as evidence by history, the retributive instincts of the masses must be redirected by the state; in this sense, the state serves as a medium from which society's desires for vengeance may be satisfied. SCOTUS views that, if not for capital punishment, the state's power would be invalidated not only by offenders, but also by citizens who, out of frustration, will seek vengeance themselves (and/or lose faith in the system to deliver justice). It seems that SCOTUS argued that anarchy and vigilantism would ensue if the death penalty was not enacted. In this sense, the premises behind the death penalty being enacted are sound. After all, no one wants to live in anarchy. The question is whether the death penalty is valid, which requires evidence.

The answer to whether the death penalty is a valid public policy lies in the truthfulness of its premises/goals. First, there is evidence to suggest that the death penalty, rooted in systemic injustices, has caused more harm to society than good. As lynchings of Black Citizens (and people of color, generally) have been prevalent since before the death penalty was given stricter requirements by SCOTUS (and landmark holdings such as *Brown* changed



criminal procedure), the history of violence and the negative, divisive message that the state's enactment of the death penalty reverberates through society contradict this premise.

Furthermore, even if one was to argue that the death penalty is not enacted on a solely racial basis (as SCOTUS did in 1976), it is difficult to ignore that the death penalty has been given to Black citizens at a rate disproportionate to White citizens, indicative of prejudice in practice. Even more disconcerting is that laws such as in Texas enable that arbitrary criteria determine a defendant's suitability for capital punishment (e.g., future dangerousness, heinousness, etc.). It is posited that racial criteria still influence the determination of who gets the death penalty. Texas, a state responsible for a third of the 1500 executions since 1950, is argued to uphold this institution that is rooted in racism.

With respect to the previous statements, opponents have argued that the death penalty clearly violated the Fourteenth and Eighth Amendments of the constitution, for it is cruel and unusual, as well applied in a manner that reflect racial characteristics. There is also no evidence that harsher sanctioning has a deterrent effect. The validity of this policy is thus contracted in various forms, for, if the public believes that SCOTUS does not respect their rights as citizens, anarchy and disorder would be most consistent with the reasoning of utilitarians. That is, one would expect the logic of proponents to lead to different conclusions. Finally, there is no evidence that citizens seek vengeance to a greater extent in states that do not have the death penalty, further invalidating such claims.

As has been analyzed throughout this discussion, the premises that, in theory, support the notion that the death penalty is a valid public policy have been, to a large extent, invalidated. There is no evidence of deterrent effects, and there remains an even better argument that, rather than preventing anarchy and disorder, the divisive policy may increase it in due time. Though it may be true that some who commit heinous actions "deserve the death penalty," the state must base the validity of capital punishment from its ability to address the most extreme cases of violent crime. The death penalty is thus an invalid public policy, for it harms more than it benefits, though it may be subjectively valid to specific individuals within said society.

- You raise some good points. Would like to see more use of the book to support your position. A little disjointed, but I don't focus on that for quizzes -

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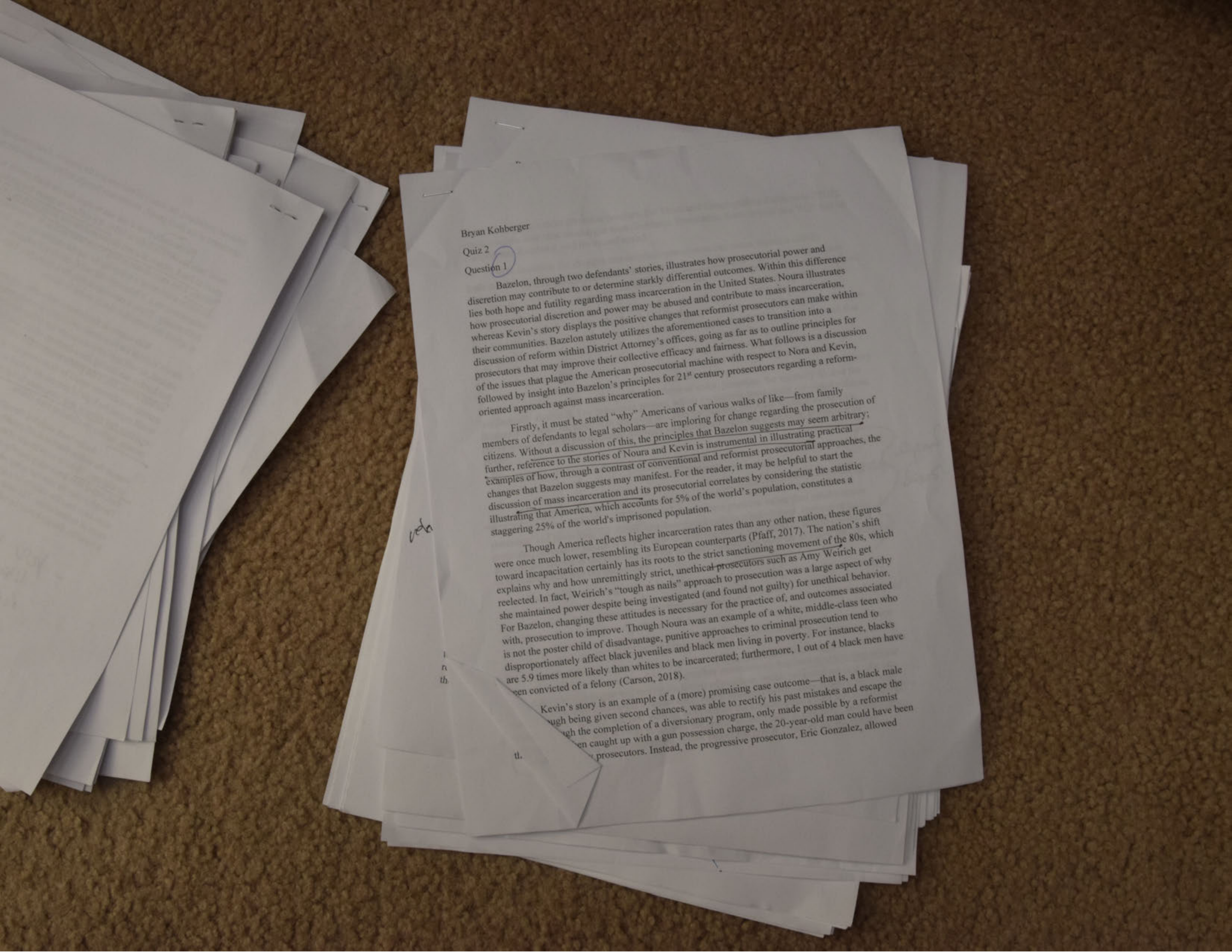


Bryan Kohberger

Quiz 2

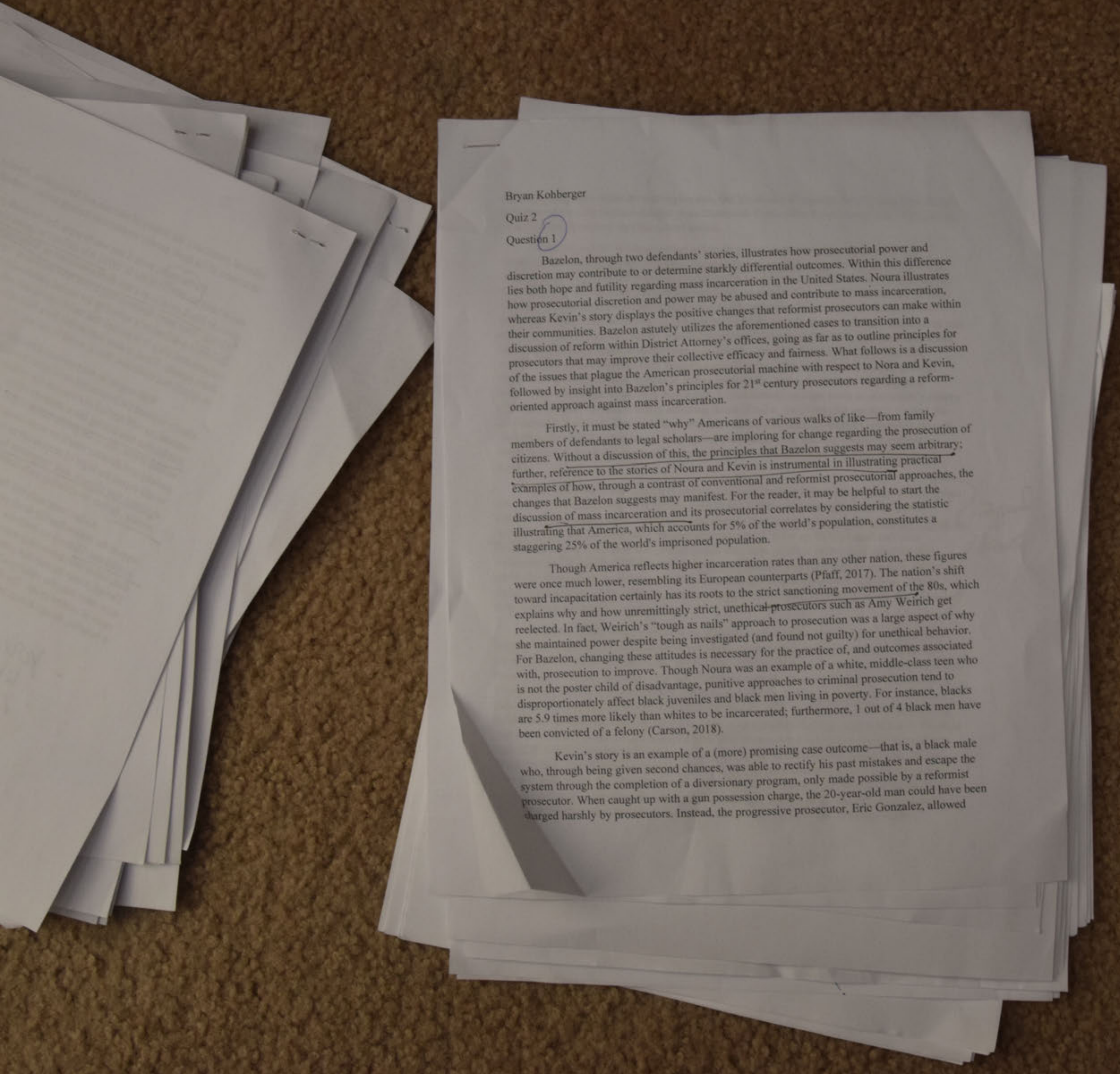
Question 1

Bazelon, through two defendants' stories, illustrates how prosecutorial power and discretion may contribute to or determine starkly differential outcomes. Within this difference lies both hope and futility regarding mass incarceration in the United States. Noura illustrates how prosecutorial discretion and power may be abused and contribute to mass incarceration, whereas Kevin's story displays the positive changes that reformist prosecutors can make within their communities. Bazelon astutely utilizes the aforementioned cases to transition into a discussion of reform within District Attorney's offices, going as far as to outline principles for prosecutors that may improve their collective efficacy and fairness. What follows is a discussion of the issues that plague the American prosecutorial machine with respect to Nora and Kevin, followed by insight into Bazelon's principles for 21st century prosecutors regarding a reform-oriented approach against mass incarceration.

Firstly, it must be stated "why" Americans of various walks of like—from family members of defendants to legal scholars—are imploring for change regarding the prosecution of citizens. Without a discussion of this, the principles that Bazelon suggests may seem arbitrary; further, reference to the stories of Noura and Kevin is instrumental in illustrating practical examples of how, through a contrast of conventional and reformist prosecutorial approaches, the changes that Bazelon suggests may manifest. For the reader, it may be helpful to start the discussion of mass incarceration and its prosecutorial correlates by considering the statistic illustrating that America, which accounts for 5% of the world's population, constitutes a staggering 25% of the world's imprisoned population.

Though America reflects higher incarceration rates than any other nation, these figures were once much lower, resembling its European counterparts (Pfaff, 2017). The nation's shift toward incapacitation certainly has its roots to the strict sanctioning movement of the 80s, which explains why and how unremittingly strict, unethical prosecutors such as Amy Weirich get reelected. In fact, Weirich's "tough as nails" approach to prosecution was a large aspect of why she maintained power despite being investigated (and found not guilty) for unethical behavior. For Bazelon, changing these attitudes is necessary for the practice of, and outcomes associated with, prosecution to improve. Though Noura was an example of a white, middle-class teen who is not the poster child of disadvantage, punitive approaches to criminal prosecution tend to disproportionately affect black juveniles and black men living in poverty. For instance, blacks are 5.9 times more likely than whites to be incarcerated; furthermore, 1 out of 4 black men have een convicted of a felony (Carson, 2018).

Kevin's story is an example of a (more) promising case outcome—that is, a black male ugh being given second chances, was able to rectify his past mistakes and escape the gh the completion of a diversionary program, only made possible by a reformist en caught up with a gun possession charge, the 20-year-old man could have been prosecutors. Instead, the progressive prosecutor, Eric Gonzalez, allowed



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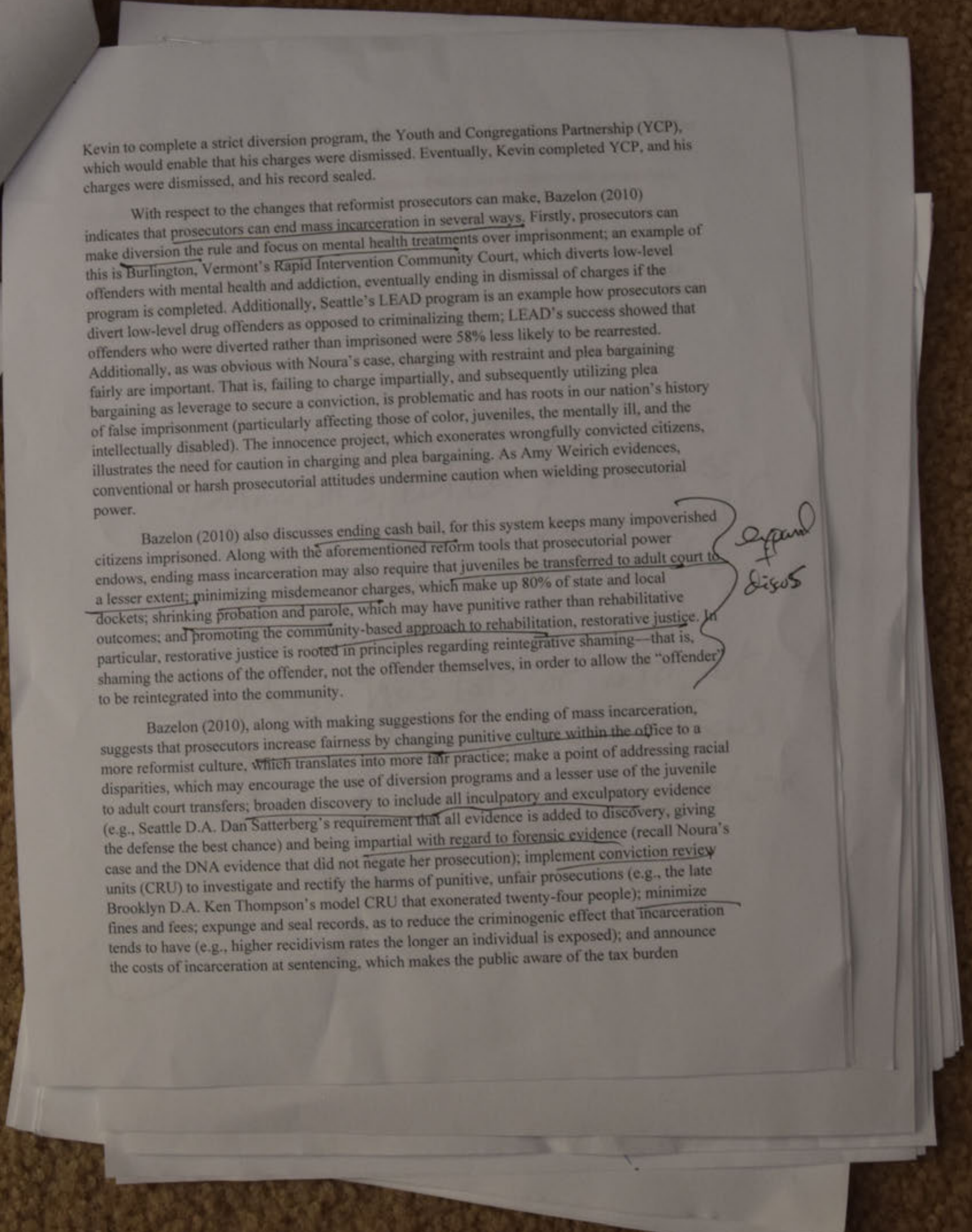


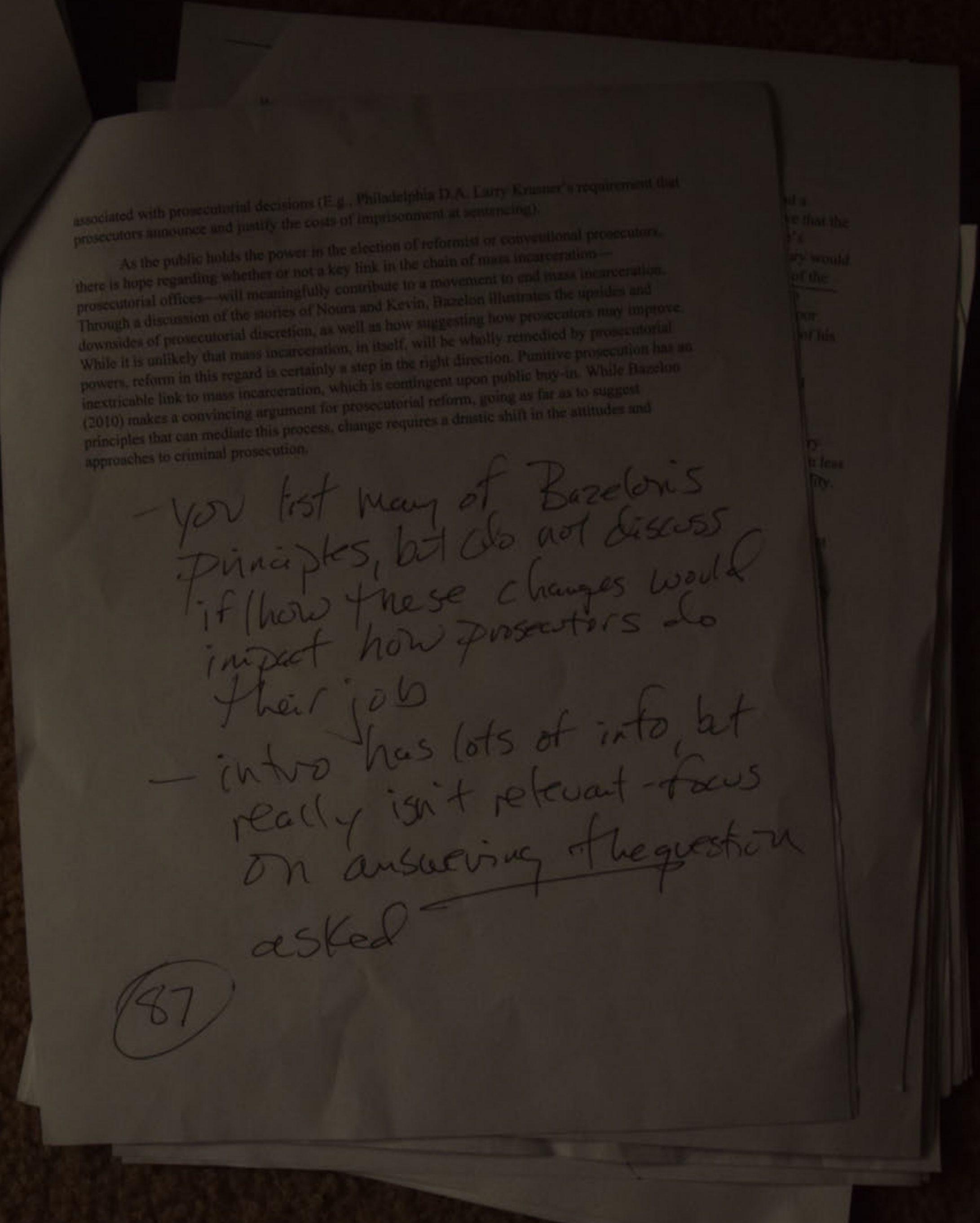
Kevin to complete a strict diversion program, the Youth and Congregations Partnership (YCP), which would enable that his charges were dismissed. Eventually, Kevin completed YCP, and his charges were dismissed, and his record sealed.

With respect to the changes that reformist prosecutors can make, Bazelon (2010) indicates that prosecutors can end mass incarceration in several ways. Firstly, prosecutors can make diversion the rule and focus on mental health treatments over imprisonment; an example of this is Burlington, Vermont's Rapid Intervention Community Court, which diverts low-level offenders with mental health and addiction, eventually ending in dismissal of charges if the program is completed. Additionally, Seattle's LEAD program is an example how prosecutors can divert low-level drug offenders as opposed to criminalizing them; LEAD's success showed that offenders who were diverted rather than imprisoned were 58% less likely to be rearrested. Additionally, as was obvious with Noura's case, charging with restraint and plea bargaining fairly are important. That is, failing to charge impartially, and subsequently utilizing plea bargaining as leverage to secure a conviction, is problematic and has roots in our nation's history of false imprisonment (particularly affecting those of color, juveniles, the mentally ill, and the intellectually disabled). The innocence project, which exonerates wrongfully convicted citizens, illustrates the need for caution in charging and plea bargaining. As Amy Weirich evidences, conventional or harsh prosecutorial attitudes undermine caution when wielding prosecutorial power.

Bazelon (2010) also discusses ending cash bail, for this system keeps many impoverished citizens imprisoned. Along with the aforementioned reform tools that prosecutorial power endows, ending mass incarceration may also require that juveniles be transferred to adult court to a lesser extent; minimizing misdemeanor charges, which make up 80% of state and local dockets; shrinking probation and parole, which may have punitive rather than rehabilitative outcomes; and promoting the community-based approach to rehabilitation, restorative justice. In particular, restorative justice is rooted in principles regarding reintegrative shaming—that is, shaming the actions of the offender, not the offender themselves, in order to allow the "offender" to be reintegrated into the community.

expand + discuss

Bazelon (2010), along with making suggestions for the ending of mass incarceration, suggests that prosecutors increase fairness by changing punitive culture within the office to a more reformist culture, which translates into more fair practice; make a point of addressing racial disparities, which may encourage the use of diversion programs and a lesser use of the juvenile to adult court transfers; broaden discovery to include all inculpatory and exculpatory evidence (e.g., Seattle D.A. Dan Satterberg's requirement that all evidence is added to discovery, giving the defense the best chance) and being impartial with regard to forensic evidence (recall Noura's case and the DNA evidence that did not negate her prosecution); implement conviction review units (CRU) to investigate and rectify the harms of punitive, unfair prosecutions (e.g., the late Brooklyn D.A. Ken Thompson's model CRU that exonerated twenty-four people); minimize fines and fees; expunge and seal records, as to reduce the criminogenic effect that incarceration tends to have (e.g., higher recidivism rates the longer an individual is exposed); and announce the costs of incarceration at sentencing, which makes the public aware of the tax burden



associated with prosecutorial decisions (E.g., Philadelphia D.A. Larry Krasner's requirement that prosecutors announce and justify the costs of imprisonment at sentencing).

As the public holds the power in the election of reformist or conventional prosecutors, there is hope regarding whether or not a key link in the chain of mass incarceration—prosecutorial offices—will meaningfully contribute to a movement to end mass incarceration. Through a discussion of the stories of Noura and Kevin, Bazelon illustrates the upsides and downsides of prosecutorial discretion, as well as how suggesting how prosecutors may improve. While it is unlikely that mass incarceration, in itself, will be wholly remedied by prosecutorial powers, reform in this regard is certainly a step in the right direction. Punitive prosecution has an inextricable link to mass incarceration, which is contingent upon public buy-in. While Bazelon (2010) makes a convincing argument for prosecutorial reform, going as far as to suggest principles that can mediate this process, change requires a drastic shift in the attitudes and approaches to criminal prosecution.

- you list many of Bazelon's principles, but do not discuss if/how these changes would impact how prosecutors do their job
- intro has lots of info, but really isn't relevant - focus on answering the question asked

87

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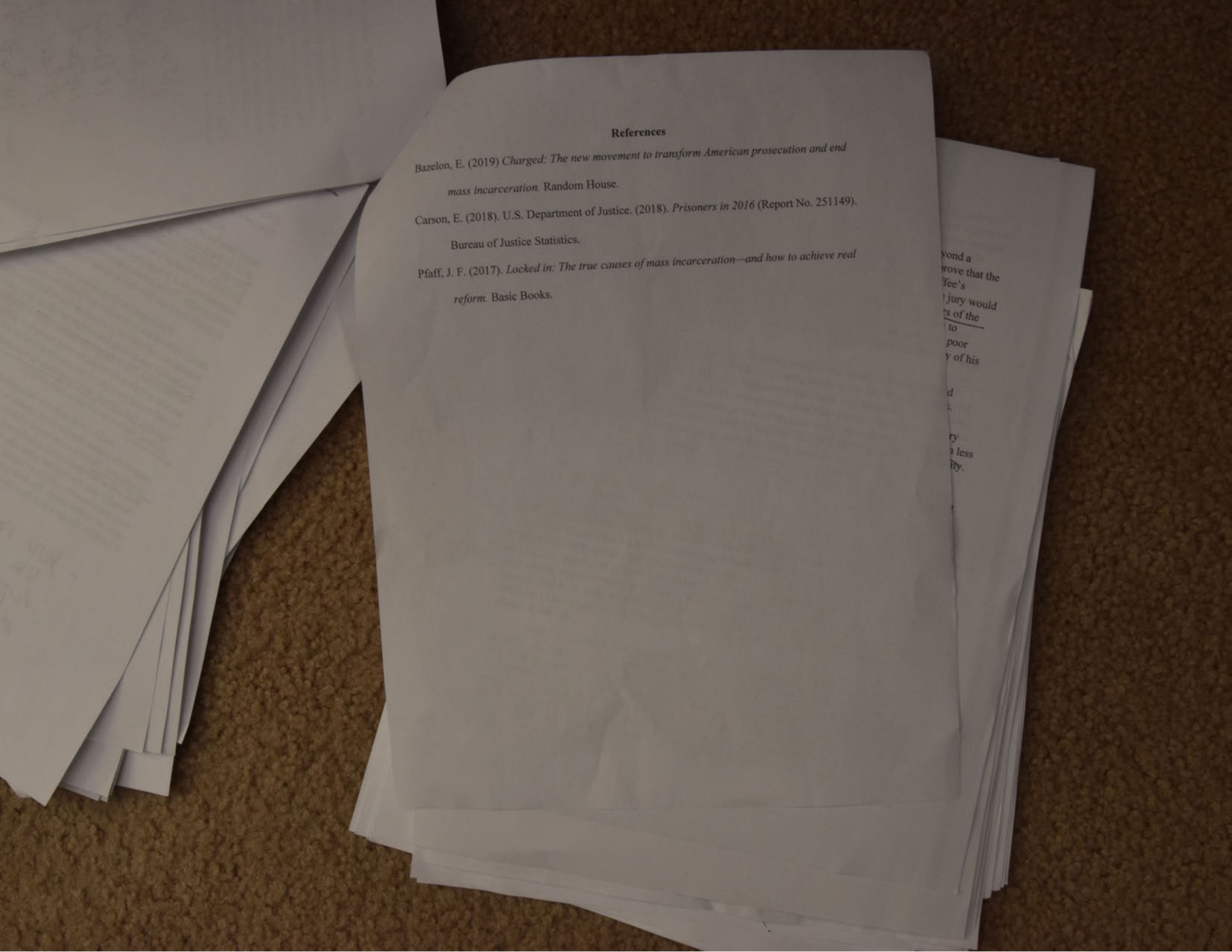

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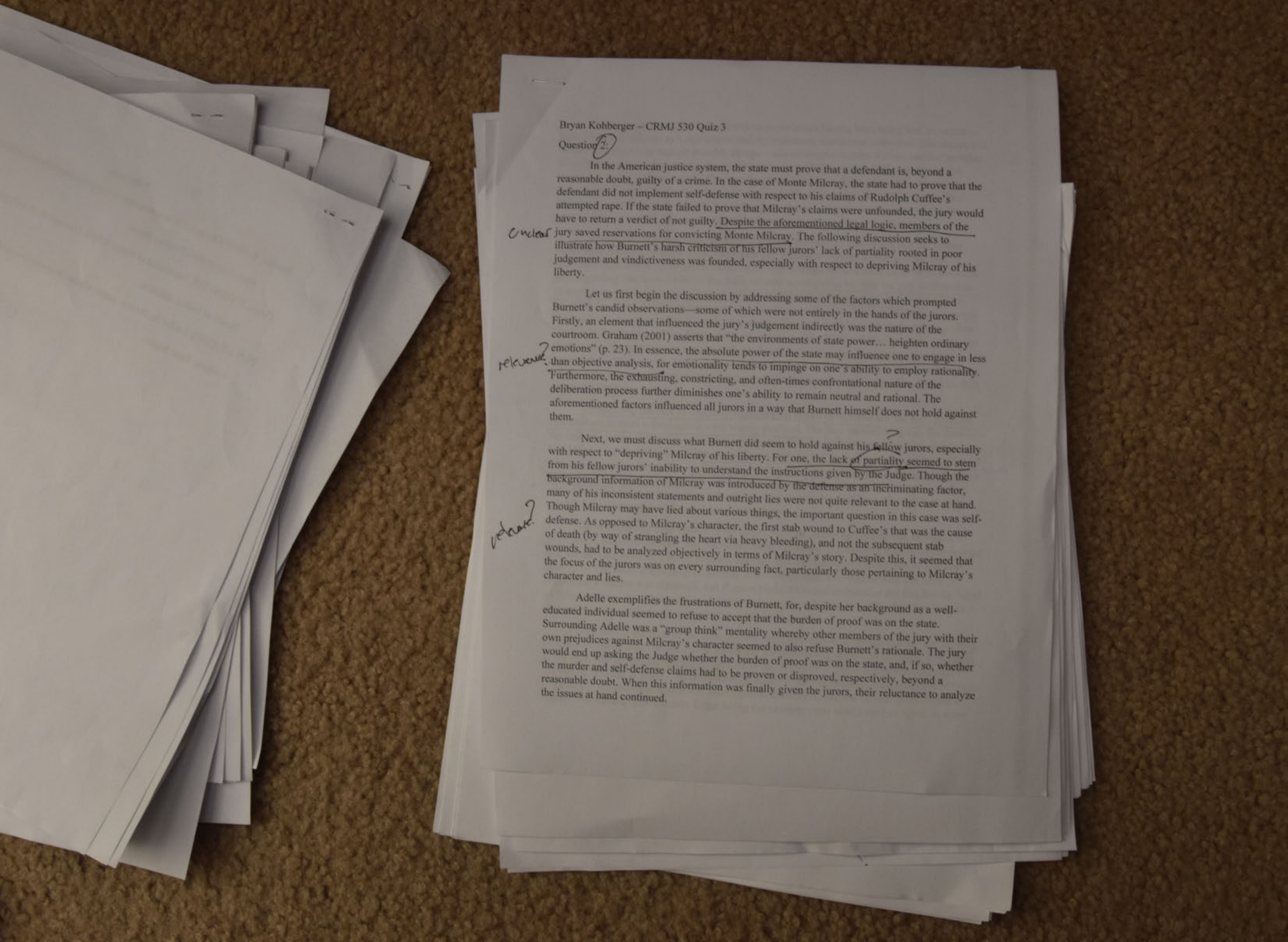


Bryan Kohberger – CRMJ 530 Quiz 3

Question 2:

In the American justice system, the state must prove that a defendant is, beyond a reasonable doubt, guilty of a crime. In the case of Monte Milcray, the state had to prove that the defendant did not implement self-defense with respect to his claims of Rudolph Cuffee's attempted rape. If the state failed to prove that Milcray's claims were unfounded, the jury would have to return a verdict of not guilty. Despite the aforementioned legal logic, members of the jury saved reservations for convicting Monte Milcray. The following discussion seeks to illustrate how Burnett's harsh criticism of his fellow jurors' lack of partiality rooted in poor judgement and vindictiveness was founded, especially with respect to depriving Milcray of his liberty.

Unclear

Let us first begin the discussion by addressing some of the factors which prompted Burnett's candid observations—some of which were not entirely in the hands of the jurors. Firstly, an element that influenced the jury's judgement indirectly was the nature of the courtroom. Graham (2001) asserts that "the environments of state power… heighten ordinary emotions" (p. 23). In essence, the absolute power of the state may influence one to engage in less than objective analysis, for emotionality tends to impinge on one's ability to employ rationality. Furthermore, the exhausting, constricting, and often-times confrontational nature of the deliberation process further diminishes one's ability to remain neutral and rational. The aforementioned factors influenced all jurors in a way that Burnett himself does not hold against them.

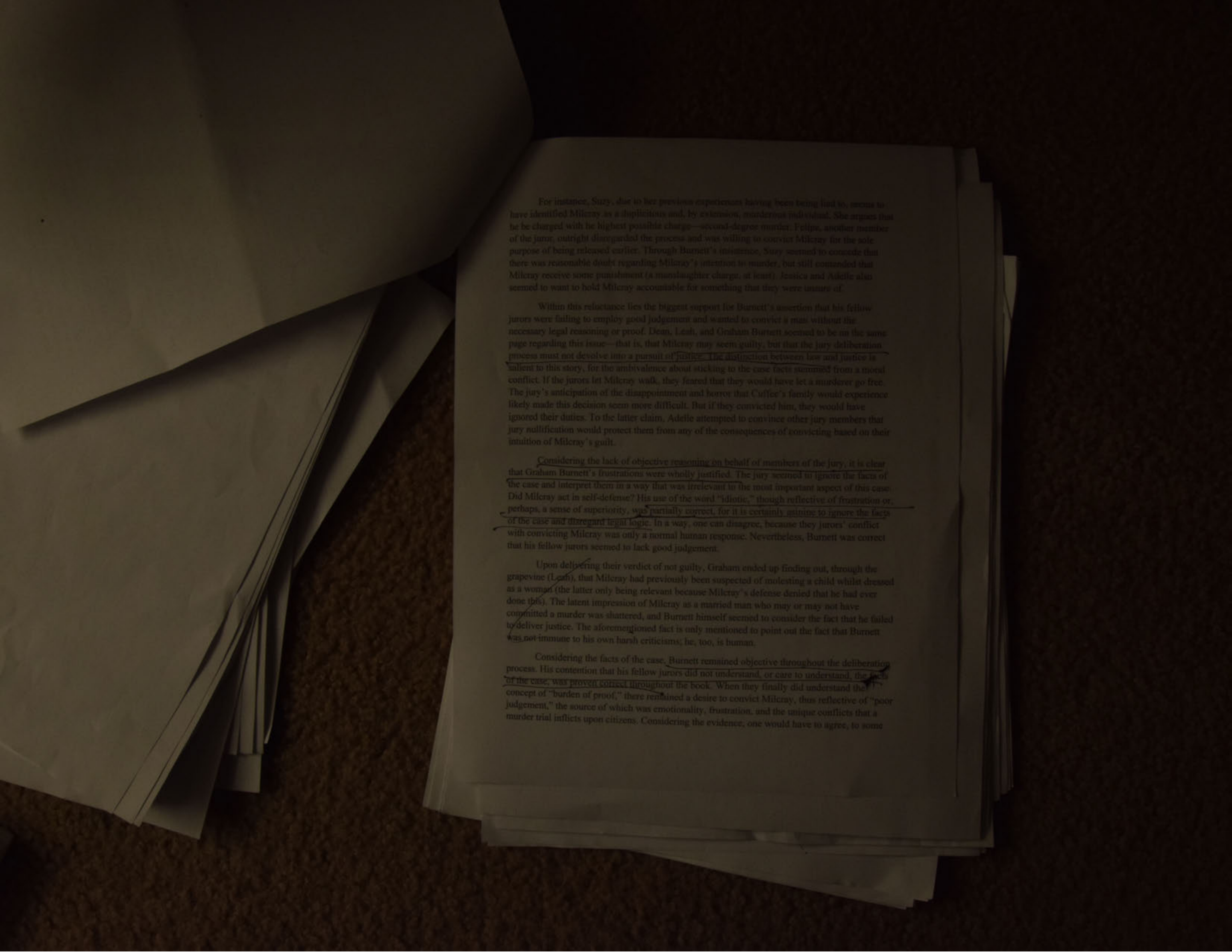
relevance?

Next, we must discuss what Burnett did seem to hold against his fellow jurors, especially with respect to "depriving" Milcray of his liberty. For one, the lack of partiality seemed to stem from his fellow jurors' inability to understand the instructions given by the Judge. Though the background information of Milcray was introduced by the defense as an incriminating factor, many of his inconsistent statements and outright lies were not quite relevant to the case at hand. Though Milcray may have lied about various things, the important question in this case was self-defense. As opposed to Milcray's character, the first stab wound to Cuffee's that was the cause of death (by way of strangling the heart via heavy bleeding), and not the subsequent stab wounds, had to be analyzed objectively in terms of Milcray's story. Despite this, it seemed that the focus of the jurors was on every surrounding fact, particularly those pertaining to Milcray's character and lies.

?

relevant?

Adelle exemplifies the frustrations of Burnett, for, despite her background as a well-educated individual seemed to refuse to accept that the burden of proof was on the state. Surrounding Adelle was a "group think" mentality whereby other members of the jury with their own prejudices against Milcray's character seemed to also refuse Burnett's rationale. The jury would end up asking the Judge whether the burden of proof was on the state, and, if so, whether the murder and self-defense claims had to be proven or disproved, respectively, beyond a reasonable doubt. When this information was finally given the jurors, their reluctance to analyze the issues at hand continued.



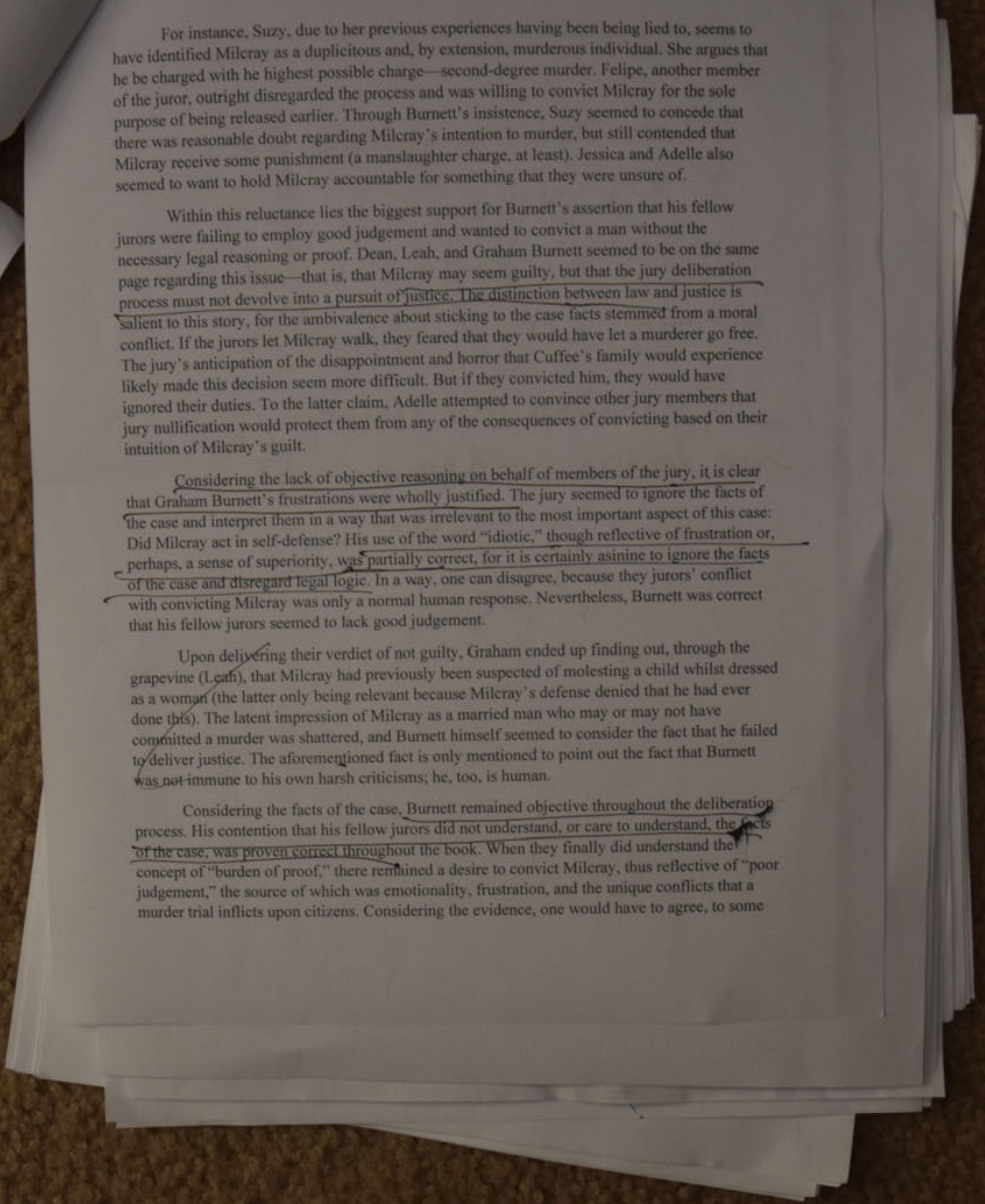
For instance, Suzy, due to her previous experiences having been being lied to, seems to have identified Milcray as a duplicitous and, by extension, murderous individual. She argues that he be charged with he highest possible charge—second-degree murder. Felipe, another member of the juror, outright disregarded the process and was willing to convict Milcray for the sole purpose of being released earlier. Through Burnett's insistence, Suzy seemed to concede that there was reasonable doubt regarding Milcray's intention to murder, but still contended that Milcray receive some punishment (a manslaughter charge, at least). Jessica and Adelle also seemed to want to hold Milcray accountable for something that they were unsure of.

Within this reluctance lies the biggest support for Burnett's assertion that his fellow jurors were failing to employ good judgement and wanted to convict a man without the necessary legal reasoning or proof. Dean, Leah, and Graham Burnett seemed to be on the same page regarding this issue—that is, that Milcray may seem guilty, but that the jury deliberation process must not devolve into a pursuit of justice. The distinction between law and justice is salient to this story, for the ambivalence about sticking to the case facts stemmed from a moral conflict. If the jurors let Milcray walk, they feared that they would have let a murderer go free. The jury's anticipation of the disappointment and horror that Cuffee's family would experience likely made this decision seem more difficult. But if they convicted him, they would have ignored their duties. To the latter claim, Adelle attempted to convince other jury members that jury nullification would protect them from any of the consequences of convicting based on their intuition of Milcray's guilt.

Considering the lack of objective reasoning on behalf of members of the jury, it is clear that Graham Burnett's frustrations were wholly justified. The jury seemed to ignore the facts of the case and interpret them in a way that was irrelevant to the most important aspect of this case: Did Milcray act in self-defense? His use of the word "idiotic," though reflective of frustration or, perhaps, a sense of superiority, was partially correct, for it is certainly asinine to ignore the facts of the case and disregard legal logic. In a way, one can disagree, because they jurors' conflict with convicting Milcray was only a normal human response. Nevertheless, Burnett was correct that his fellow jurors seemed to lack good judgement.

Upon delivering their verdict of not guilty, Graham ended up finding out, through the grapevine (Leah), that Milcray had previously been suspected of molesting a child whilst dressed as a woman (the latter only being relevant because Milcray's defense denied that he had ever done this). The latent impression of Milcray as a married man who may or may not have committed a murder was shattered, and Burnett himself seemed to consider the fact that he failed to deliver justice. The aforementioned fact is only mentioned to point out the fact that Burnett was not immune to his own harsh criticisms; he, too, is human.

Considering the facts of the case, Burnett remained objective throughout the deliberation process. His contention that his fellow jurors did not understand, or care to understand, the facts of the case, was proven correct throughout the book. When they finally did understand the concept of "burden of proof," there remained a desire to convict Milcray, thus reflective of "poor judgement," the source of which was emotionality, frustration, and the unique conflicts that a murder trial inflicts upon citizens. Considering the evidence, one would have to agree, to some



For instance, Suzy, due to her previous experiences having been being lied to, seems to have identified Milcray as a duplicitous and, by extension, murderous individual. She argues that he be charged with he highest possible charge—second-degree murder. Felipe, another member of the juror, outright disregarded the process and was willing to convict Milcray for the sole purpose of being released earlier. Through Burnett's insistence, Suzy seemed to concede that there was reasonable doubt regarding Milcray's intention to murder, but still contended that Milcray receive some punishment (a manslaughter charge, at least). Jessica and Adelle also seemed to want to hold Milcray accountable for something that they were unsure of.

Within this reluctance lies the biggest support for Burnett's assertion that his fellow jurors were failing to employ good judgement and wanted to convict a man without the necessary legal reasoning or proof. Dean, Leah, and Graham Burnett seemed to be on the same page regarding this issue—that is, that Milcray may seem guilty, but that the jury deliberation process must not devolve into a pursuit of justice. The distinction between law and justice is salient to this story, for the ambivalence about sticking to the case facts stemmed from a moral conflict. If the jurors let Milcray walk, they feared that they would have let a murderer go free. The jury's anticipation of the disappointment and horror that Cuffee's family would experience likely made this decision seem more difficult. But if they convicted him, they would have ignored their duties. To the latter claim, Adelle attempted to convince other jury members that jury nullification would protect them from any of the consequences of convicting based on their intuition of Milcray's guilt.

Considering the lack of objective reasoning on behalf of members of the jury, it is clear that Graham Burnett's frustrations were wholly justified. The jury seemed to ignore the facts of the case and interpret them in a way that was irrelevant to the most important aspect of this case: Did Milcray act in self-defense? His use of the word "idiotic," though reflective of frustration or, perhaps, a sense of superiority, was partially correct, for it is certainly asinine to ignore the facts of the case and disregard legal logic. In a way, one can disagree, because they jurors' conflict with convicting Milcray was only a normal human response. Nevertheless, Burnett was correct that his fellow jurors seemed to lack good judgement.

Upon delivering their verdict of not guilty, Graham ended up finding out, through the grapevine (Leah), that Milcray had previously been suspected of molesting a child whilst dressed as a woman (the latter only being relevant because Milcray's defense denied that he had ever done this). The latent impression of Milcray as a married man who may or may not have committed a murder was shattered, and Burnett himself seemed to consider the fact that he failed to deliver justice. The aforementioned fact is only mentioned to point out the fact that Burnett was not immune to his own harsh criticisms; he, too, is human.

Considering the facts of the case, Burnett remained objective throughout the deliberation process. His contention that his fellow jurors did not understand, or care to understand, the facts of the case, was proven correct throughout the book. When they finally did understand the concept of "burden of proof," there remained a desire to convict Milcray, thus reflective of "poor judgement," the source of which was emotionality, frustration, and the unique conflicts that a murder trial inflicts upon citizens. Considering the evidence, one would have to agree, to some

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extent, with the notion that the members of the jury lacked proper judgement throughout the deliberation process, though one may find his use of the word "idiotic" as insensitive (but somewhat true).

you provide a lot of detail from the book, but it is not always directly relevant to the question – focus on answering the question asked and only that

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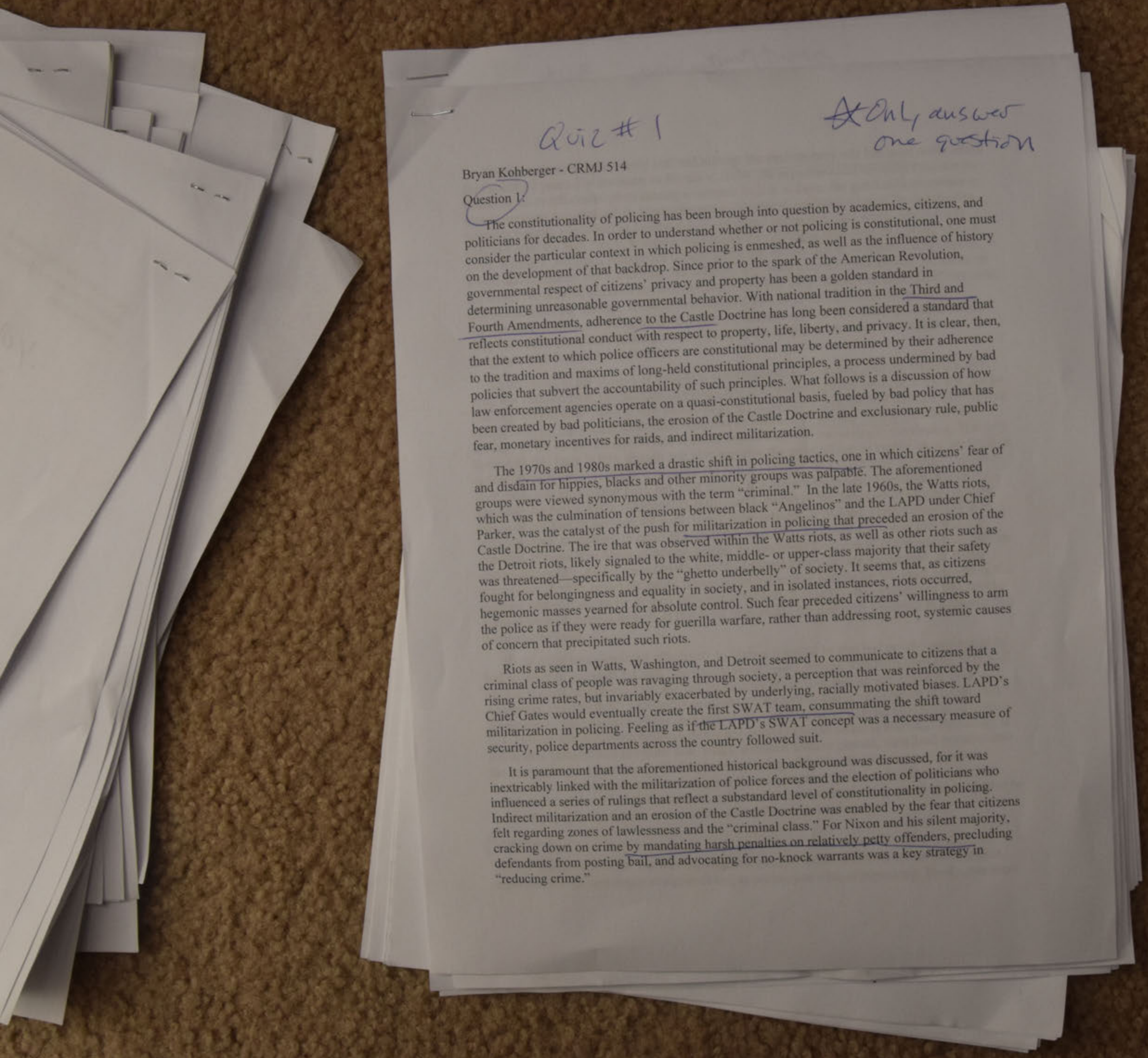


Quiz #1

~~A~~ Only answer one question

Bryan Kohberger - CRMJ 514

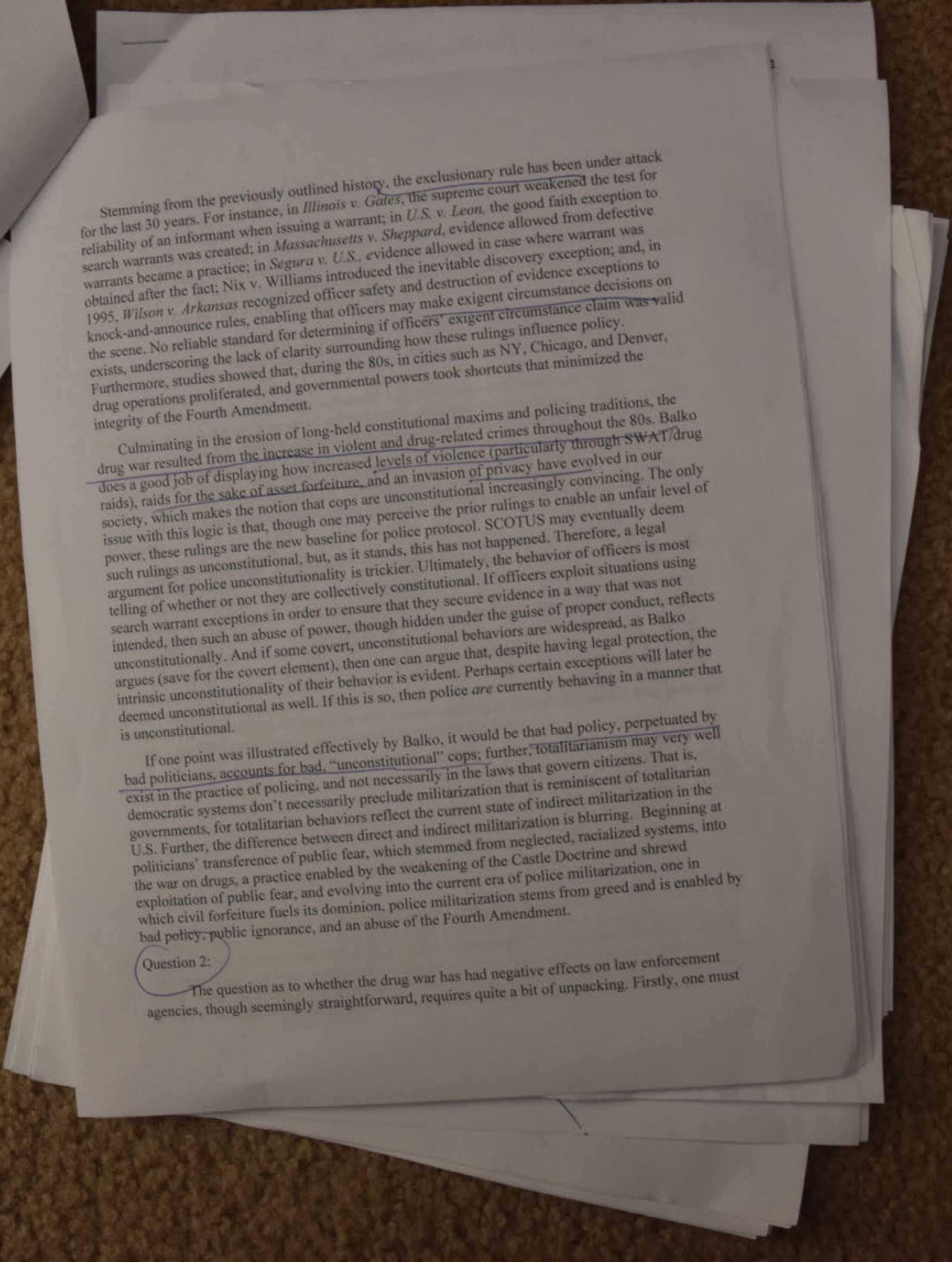
Question 1:

The constitutionality of policing has been brough into question by academics, citizens, and politicians for decades. In order to understand whether or not policing is constitutional, one must consider the particular context in which policing is enmeshed, as well as the influence of history on the development of that backdrop. Since prior to the spark of the American Revolution, governmental respect of citizens' privacy and property has been a golden standard in determining unreasonable governmental behavior. With national tradition in the Third and Fourth Amendments, adherence to the Castle Doctrine has long been considered a standard that reflects constitutional conduct with respect to property, life, liberty, and privacy. It is clear, then, that the extent to which police officers are constitutional may be determined by their adherence to the tradition and maxims of long-held constitutional principles, a process undermined by bad policies that subvert the accountability of such principles. What follows is a discussion of how law enforcement agencies operate on a quasi-constitutional basis, fueled by bad policy that has been created by bad politicians, the erosion of the Castle Doctrine and exclusionary rule, public fear, monetary incentives for raids, and indirect militarization.

The 1970s and 1980s marked a drastic shift in policing tactics, one in which citizens' fear of and disdain for hippies, blacks and other minority groups was palpable. The aforementioned groups were viewed synonymous with the term "criminal." In the late 1960s, the Watts riots, which was the culmination of tensions between black "Angelinos" and the LAPD under Chief Parker, was the catalyst of the push for militarization in policing that preceded an erosion of the Castle Doctrine. The ire that was observed within the Watts riots, as well as other riots such as the Detroit riots, likely signaled to the white, middle- or upper-class majority that their safety was threatened—specifically by the "ghetto underbelly" of society. It seems that, as citizens fought for belongingness and equality in society, and in isolated instances, riots occurred, hegemonic masses yearned for absolute control. Such fear preceded citizens' willingness to arm the police as if they were ready for guerilla warfare, rather than addressing root, systemic causes of concern that precipitated such riots.

Riots as seen in Watts, Washington, and Detroit seemed to communicate to citizens that a criminal class of people was ravaging through society, a perception that was reinforced by the rising crime rates, but invariably exacerbated by underlying, racially motivated biases. LAPD's Chief Gates would eventually create the first SWAT team, consummating the shift toward militarization in policing. Feeling as if the LAPD's SWAT concept was a necessary measure of security, police departments across the country followed suit.

It is paramount that the aforementioned historical background was discussed, for it was inextricably linked with the militarization of police forces and the election of politicians who influenced a series of rulings that reflect a substandard level of constitutionality in policing. Indirect militarization and an erosion of the Castle Doctrine was enabled by the fear that citizens felt regarding zones of lawlessness and the "criminal class." For Nixon and his silent majority, cracking down on crime by mandating harsh penalties on relatively petty offenders, precluding defendants from posting bail, and advocating for no-knock warrants was a key strategy in "reducing crime."



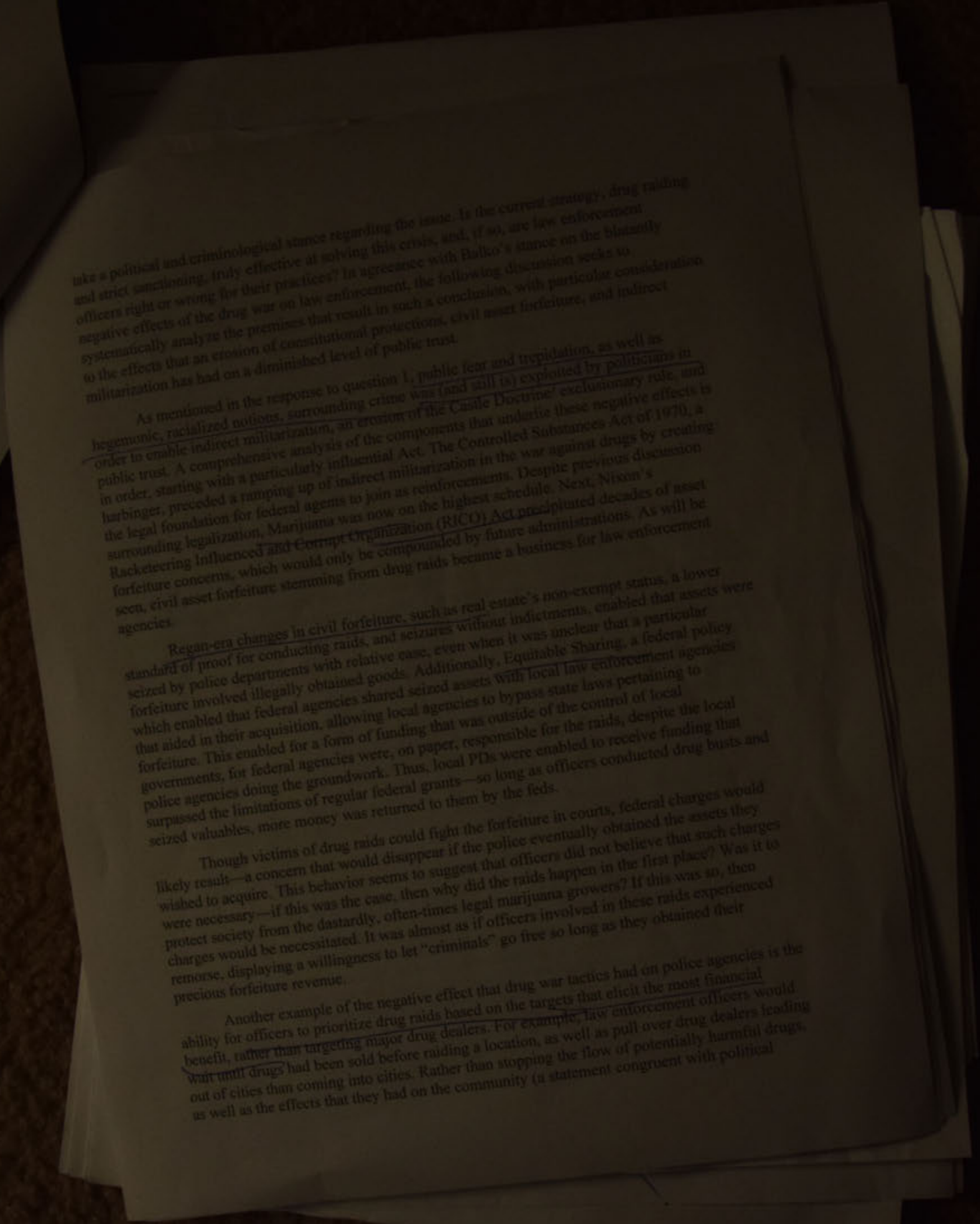
Stemming from the previously outlined history, the exclusionary rule has been under attack for the last 30 years. For instance, in *Illinois v. Gates*, the supreme court weakened the test for reliability of an informant when issuing a warrant; in *U.S. v. Leon*, the good faith exception to search warrants was created; in *Massachusetts v. Sheppard*, evidence allowed from defective warrants became a practice; in *Segura v. U.S.*, evidence allowed in case where warrant was obtained after the fact; Nix v. Williams introduced the inevitable discovery exception; and, in 1995, *Wilson v. Arkansas* recognized officer safety and destruction of evidence exceptions to knock-and-announce rules, enabling that officers may make exigent circumstance decisions on the scene. No reliable standard for determining if officers' exigent circumstance claim was valid exists, underscoring the lack of clarity surrounding how these rulings influence policy. Furthermore, studies showed that, during the 80s, in cities such as NY, Chicago, and Denver, drug operations proliferated, and governmental powers took shortcuts that minimized the integrity of the Fourth Amendment.

Culminating in the erosion of long-held constitutional maxims and policing traditions, the drug war resulted from the increase in violent and drug-related crimes throughout the 80s. Balko does a good job of displaying how increased levels of violence (particularly through SWAT/drug raids), raids for the sake of asset forfeiture, and an invasion of privacy have evolved in our society, which makes the notion that cops are unconstitutional increasingly convincing. The only issue with this logic is that, though one may perceive the prior rulings to enable an unfair level of power, these rulings are the new baseline for police protocol. SCOTUS may eventually deem such rulings as unconstitutional, but, as it stands, this has not happened. Therefore, a legal argument for police unconstitutionality is trickier. Ultimately, the behavior of officers is most telling of whether or not they are collectively constitutional. If officers exploit situations using search warrant exceptions in order to ensure that they secure evidence in a way that was not intended, then such an abuse of power, though hidden under the guise of proper conduct, reflects unconstitutionally. And if some covert, unconstitutional behaviors are widespread, as Balko argues (save for the covert element), then one can argue that, despite having legal protection, the intrinsic unconstitutionality of their behavior is evident. Perhaps certain exceptions will later be deemed unconstitutional as well. If this is so, then police *are* currently behaving in a manner that is unconstitutional.

If one point was illustrated effectively by Balko, it would be that bad policy, perpetuated by bad politicians, accounts for bad, "unconstitutional" cops; further, totalitarianism may very well exist in the practice of policing, and not necessarily in the laws that govern citizens. That is, democratic systems don't necessarily preclude militarization that is reminiscent of totalitarian governments, for totalitarian behaviors reflect the current state of indirect militarization in the U.S. Further, the difference between direct and indirect militarization is blurring. Beginning at politicians' transference of public fear, which stemmed from neglected, racialized systems, into the war on drugs, a practice enabled by the weakening of the Castle Doctrine and shrewd exploitation of public fear, and evolving into the current era of police militarization, one in which civil forfeiture fuels its dominion, police militarization stems from greed and is enabled by bad policy, public ignorance, and an abuse of the Fourth Amendment.

Question 2:

The question as to whether the drug war has had negative effects on law enforcement agencies, though seemingly straightforward, requires quite a bit of unpacking. Firstly, one must



take a political and criminological stance regarding the issue. Is the current strategy, drug raiding and strict sanctioning, truly effective at solving this crisis, and, if so, are law enforcement officers right or wrong for their practices? In agreeance with Balko's stance on the blatantly negative effects of the drug war on law enforcement, the following discussion seeks to systematically analyze the premises that result in such a conclusion, with particular consideration to the effects that an erosion of constitutional protections, civil asset forfeiture, and indirect militarization has had on a diminished level of public trust.

As mentioned in the response to question 1, public fear and trepidation, as well as hegemonic, racialized notions, surrounding crime was (and still is) exploited by politicians in order to enable indirect militarization, an erosion of the Castle Doctrine/ exclusionary rule, and public trust. A comprehensive analysis of the components that underlie these negative effects is in order, starting with a particularly influential Act. The Controlled Substances Act of 1970, a harbinger, preceded a ramping up of indirect militarization in the war against drugs by creating the legal foundation for federal agents to join as reinforcements. Despite previous discussion surrounding legalization, Marijuana was now on the highest schedule. Next, Nixon's Racketeering Influenced and Corrupt Organization (RICO) Act precipitated decades of asset forfeiture concerns, which would only be compounded by future administrations. As will be seen, civil asset forfeiture stemming from drug raids became a business for law enforcement agencies.

Regan-era changes in civil forfeiture, such as real estate's non-exempt status, a lower standard of proof for conducting raids, and seizures without indictments, enabled that assets were seized by police departments with relative ease, even when it was unclear that a particular forfeiture involved illegally obtained goods. Additionally, Equitable Sharing, a federal policy which enabled that federal agencies shared seized assets with local law enforcement agencies that aided in their acquisition, allowing local agencies to bypass state laws pertaining to forfeiture. This enabled for a form of funding that was outside of the control of local governments, for federal agencies were, on paper, responsible for the raids, despite the local police agencies doing the groundwork. Thus, local PDs were enabled to receive funding that surpassed the limitations of regular federal grants—so long as officers conducted drug busts and seized valuables, more money was returned to them by the feds.

Though victims of drug raids could fight the forfeiture in courts, federal charges would likely result—a concern that would disappear if the police eventually obtained the assets they wished to acquire. This behavior seems to suggest that officers did not believe that such charges were necessary—if this was the case, then why did the raids happen in the first place? Was it to protect society from the dastardly, often-times legal marijuana growers? If this was so, then charges would be necessitated. It was almost as if officers involved in these raids experienced remorse, displaying a willingness to let "criminals" go free so long as they obtained their precious forfeiture revenue.

Another example of the negative effect that drug war tactics had on police agencies is the ability for officers to prioritize drug raids based on the targets that elicit the most financial benefit, rather than targeting major drug dealers. For example, law enforcement officers would wait until drugs had been sold before raiding a location, as well as pull over drug dealers leading out of cities than coming into cities. Rather than stopping the flow of potentially harmful drugs, as well as the effects that they had on the community (a statement congruent with political
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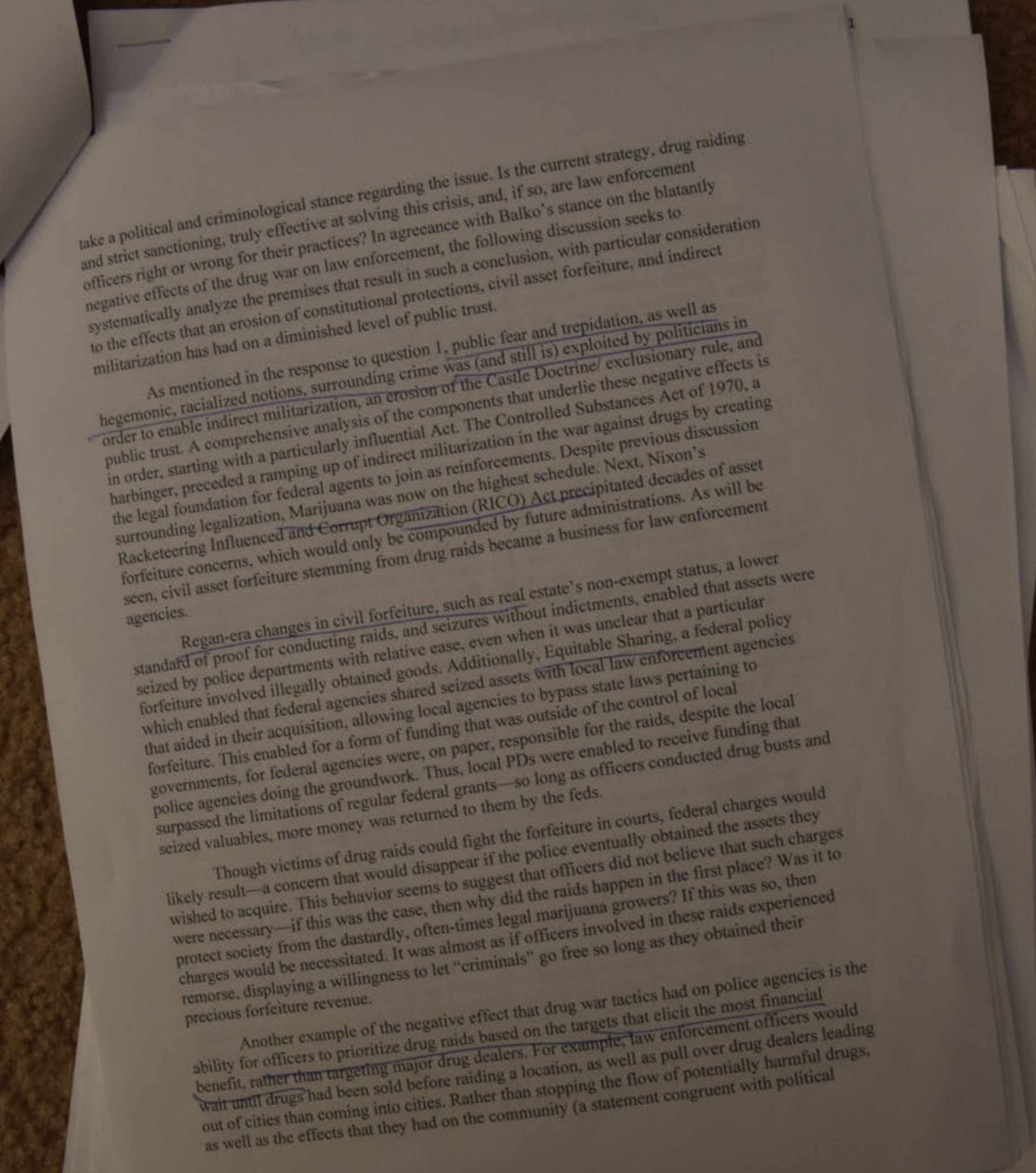

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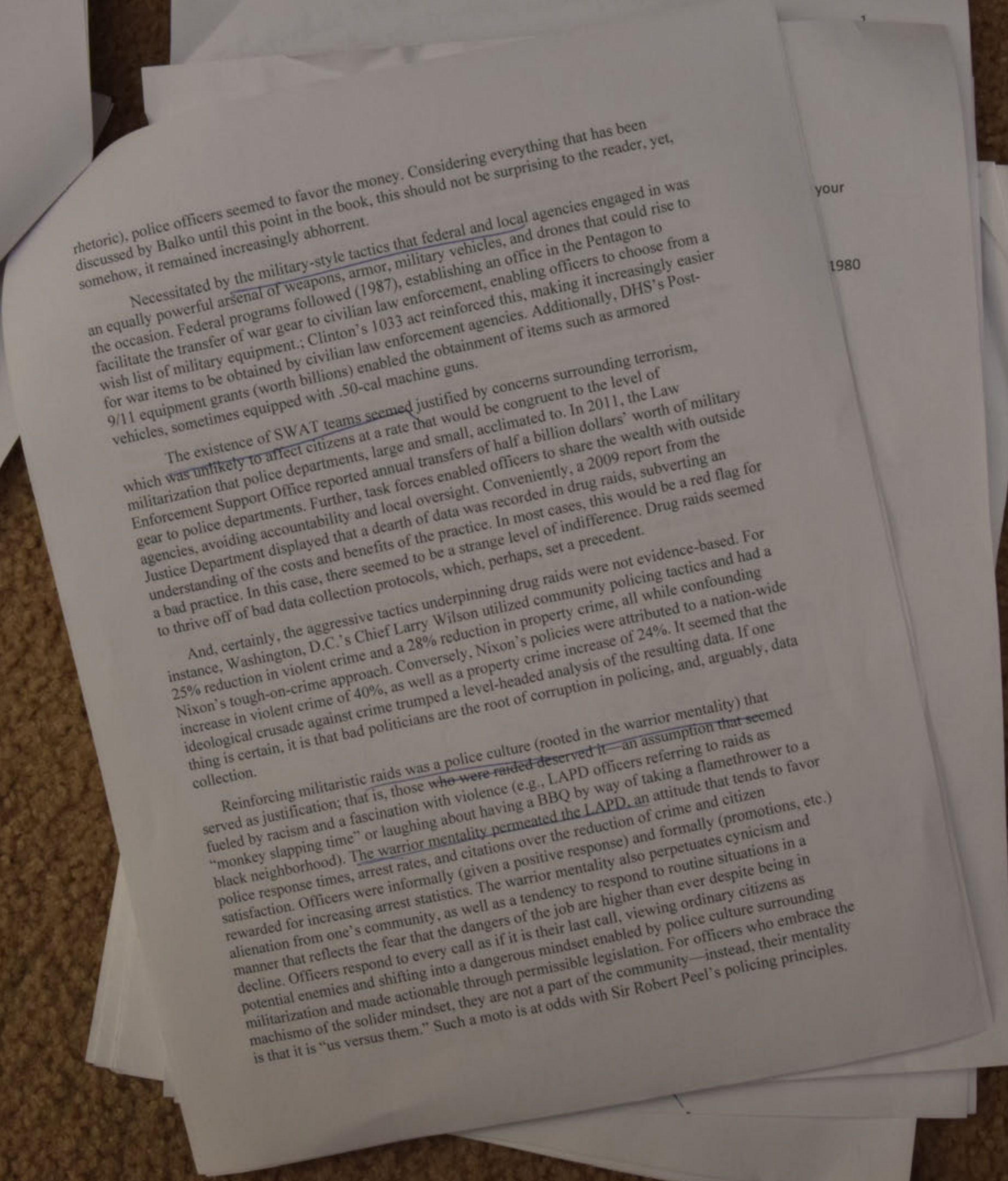


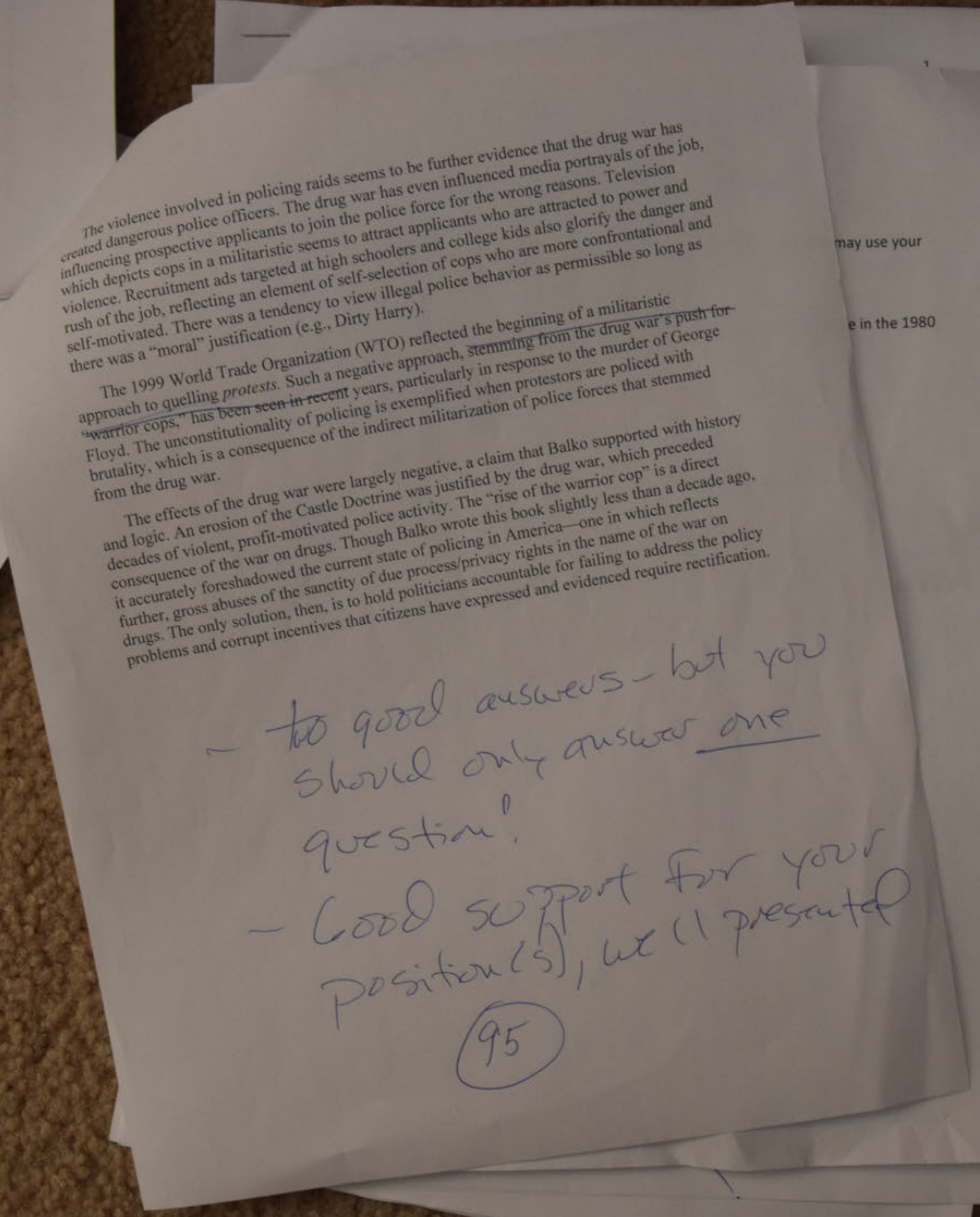
rhetoric), police officers seemed to favor the money. Considering everything that has been discussed by Balko until this point in the book, this should not be surprising to the reader, yet, somehow, it remained increasingly abhorrent.

Necessitated by the military-style tactics that federal and local agencies engaged in was an equally powerful arsenal of weapons, armor, military vehicles, and drones that could rise to the occasion. Federal programs followed (1987), establishing an office in the Pentagon to facilitate the transfer of war gear to civilian law enforcement, enabling officers to choose from a wish list of military equipment.; Clinton's 1033 act reinforced this, making it increasingly easier for war items to be obtained by civilian law enforcement agencies. Additionally, DHS's Post-9/11 equipment grants (worth billions) enabled the obtainment of items such as armored vehicles, sometimes equipped with .50-cal machine guns.

The existence of SWAT teams seemed justified by concerns surrounding terrorism, which was unlikely to affect citizens at a rate that would be congruent to the level of militarization that police departments, large and small, acclimated to. In 2011, the Law Enforcement Support Office reported annual transfers of half a billion dollars' worth of military gear to police departments. Further, task forces enabled officers to share the wealth with outside agencies, avoiding accountability and local oversight. Conveniently, a 2009 report from the Justice Department displayed that a dearth of data was recorded in drug raids, subverting an understanding of the costs and benefits of the practice. In most cases, this would be a red flag for a bad practice. In this case, there seemed to be a strange level of indifference. Drug raids seemed to thrive off of bad data collection protocols, which, perhaps, set a precedent.

And, certainly, the aggressive tactics underpinning drug raids were not evidence-based. For instance, Washington, D.C.'s Chief Larry Wilson utilized community policing tactics and had a 25% reduction in violent crime and a 28% reduction in property crime, all while confounding Nixon's tough-on-crime approach. Conversely, Nixon's policies were attributed to a nation-wide increase in violent crime of 40%, as well as a property crime increase of 24%. It seemed that the ideological crusade against crime trumped a level-headed analysis of the resulting data. If one thing is certain, it is that bad politicians are the root of corruption in policing, and, arguably, data collection.

Reinforcing militaristic raids was a police culture (rooted in the warrior mentality) that served as justification; that is, those who were raided deserved it—an assumption that seemed fueled by racism and a fascination with violence (e.g., LAPD officers referring to raids as "monkey slapping time" or laughing about having a BBQ by way of taking a flamethrower to a black neighborhood). The warrior mentality permeated the LAPD, an attitude that tends to favor police response times, arrest rates, and citations over the reduction of crime and citizen satisfaction. Officers were informally (given a positive response) and formally (promotions, etc.) rewarded for increasing arrest statistics. The warrior mentality also perpetuates cynicism and alienation from one's community, as well as a tendency to respond to routine situations in a manner that reflects the fear that the dangers of the job are higher than ever despite being in decline. Officers respond to every call as if it is their last call, viewing ordinary citizens as potential enemies and shifting into a dangerous mindset enabled by police culture surrounding militarization and made actionable through permissible legislation. For officers who embrace the machismo of the solider mindset, they are not a part of the community—instead, their mentality is that it is "us versus them." Such a moto is at odds with Sir Robert Peel's policing principles.



The violence involved in policing raids seems to be further evidence that the drug war has created dangerous police officers. The drug war has even influenced media portrayals of the job, influencing prospective applicants to join the police force for the wrong reasons. Television which depicts cops in a militaristic seems to attract applicants who are attracted to power and violence. Recruitment ads targeted at high schoolers and college kids also glorify the danger and rush of the job, reflecting an element of self-selection of cops who are more confrontational and self-motivated. There was a tendency to view illegal police behavior as permissible so long as there was a "moral" justification (e.g., Dirty Harry).

The 1999 World Trade Organization (WTO) reflected the beginning of a militaristic approach to quelling *protests*. Such a negative approach, stemming from the drug war's ~~push for~~ "warrior cops," has been ~~seen in recent~~ years, particularly in response to the murder of George Floyd. The unconstitutionality of policing is exemplified when protestors are policed with brutality, which is a consequence of the indirect militarization of police forces that stemmed from the drug war.

The effects of the drug war were largely negative, a claim that Balko supported with history and logic. An erosion of the Castle Doctrine was justified by the drug war, which preceded decades of violent, profit-motivated police activity. The "rise of the warrior cop" is a direct consequence of the war on drugs. Though Balko wrote this book slightly less than a decade ago, it accurately foreshadowed the current state of policing in America—one in which reflects further, gross abuses of the sanctity of due process/privacy rights in the name of the war on drugs. The only solution, then, is to hold politicians accountable for failing to address the policy problems and corrupt incentives that citizens have expressed and evidenced require rectification.

– two good answers – but you should only answer one question!

– Good support for your position(s), well presented

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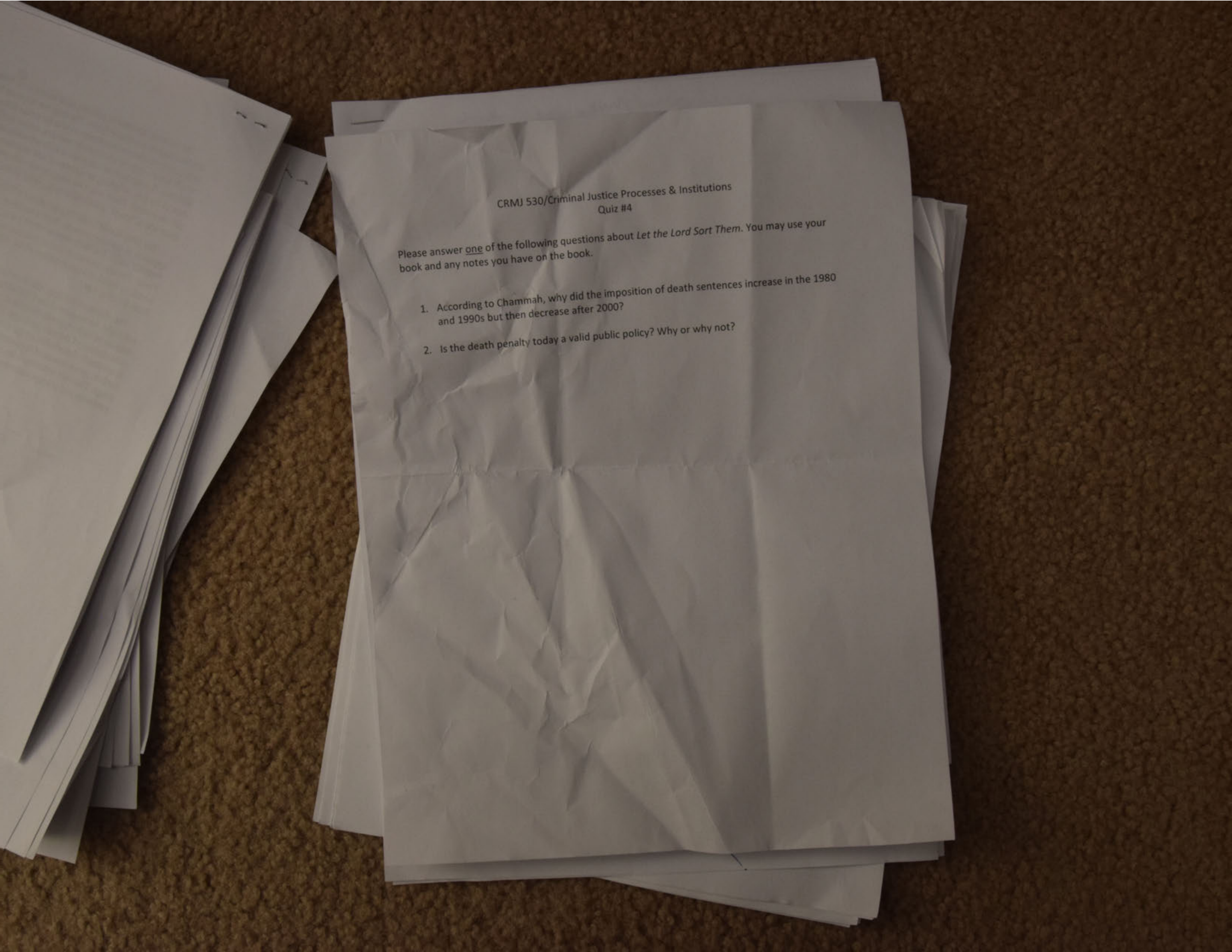
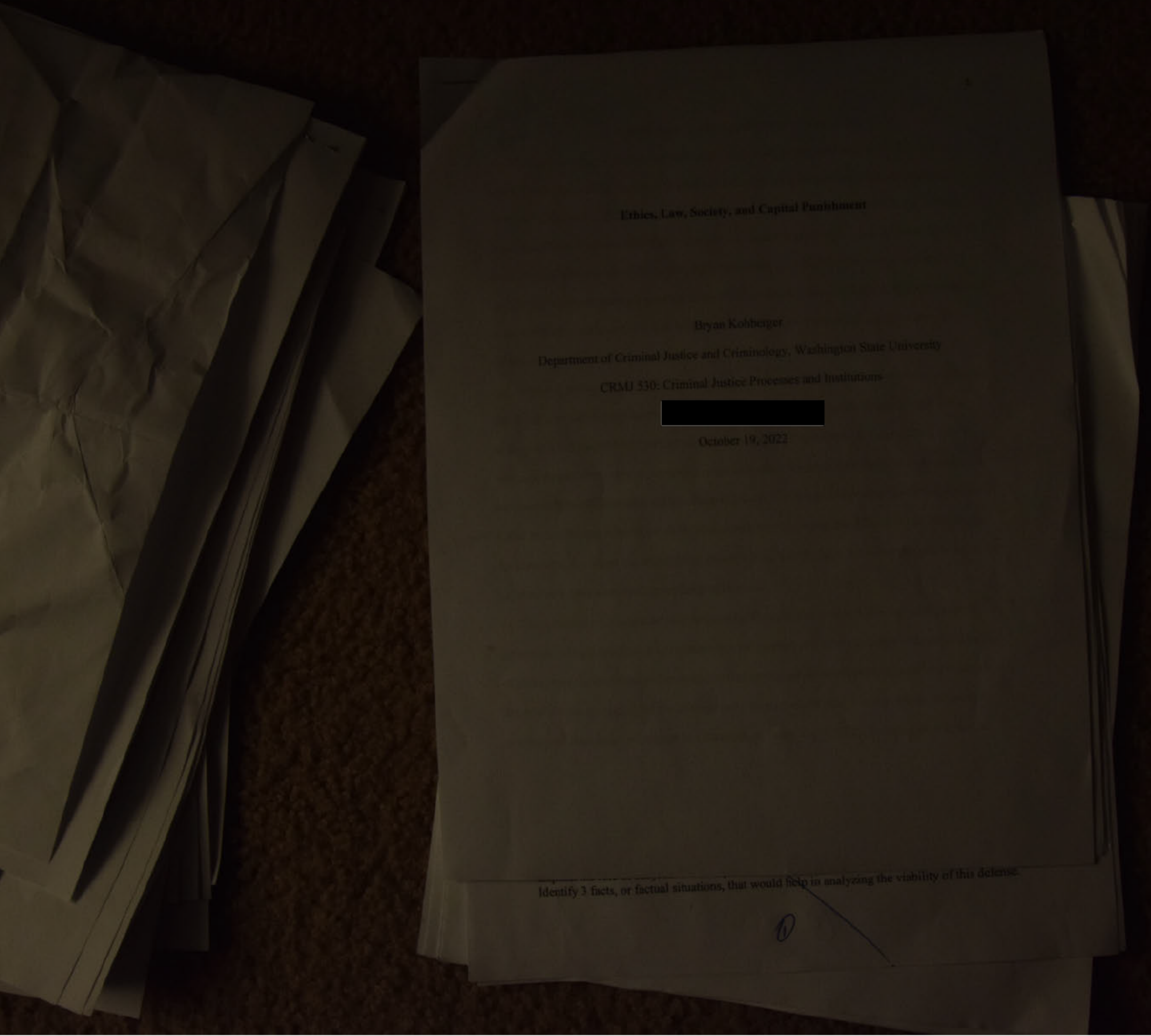


CRMJ 530/Criminal Justice Processes & Institutions
Quiz #4

Please answer one of the following questions about *Let the Lord Sort Them*. You may use your book and any notes you have on the book.

1. According to Chammah, why did the imposition of death sentences increase in the 1980 and 1990s but then decrease after 2000?
2. Is the death penalty today a valid public policy? Why or why not?



Ethics, Law, Society, and Capital Punishment

Bryan Kohberger

Department of Criminal Justice and Criminology, Washington State University

CRMJ 530: Criminal Justice Processes and Institutions

[redacted]

October 19, 2022

Identify 3 facts, or factual situations, that would help in analyzing the viability of this defense.

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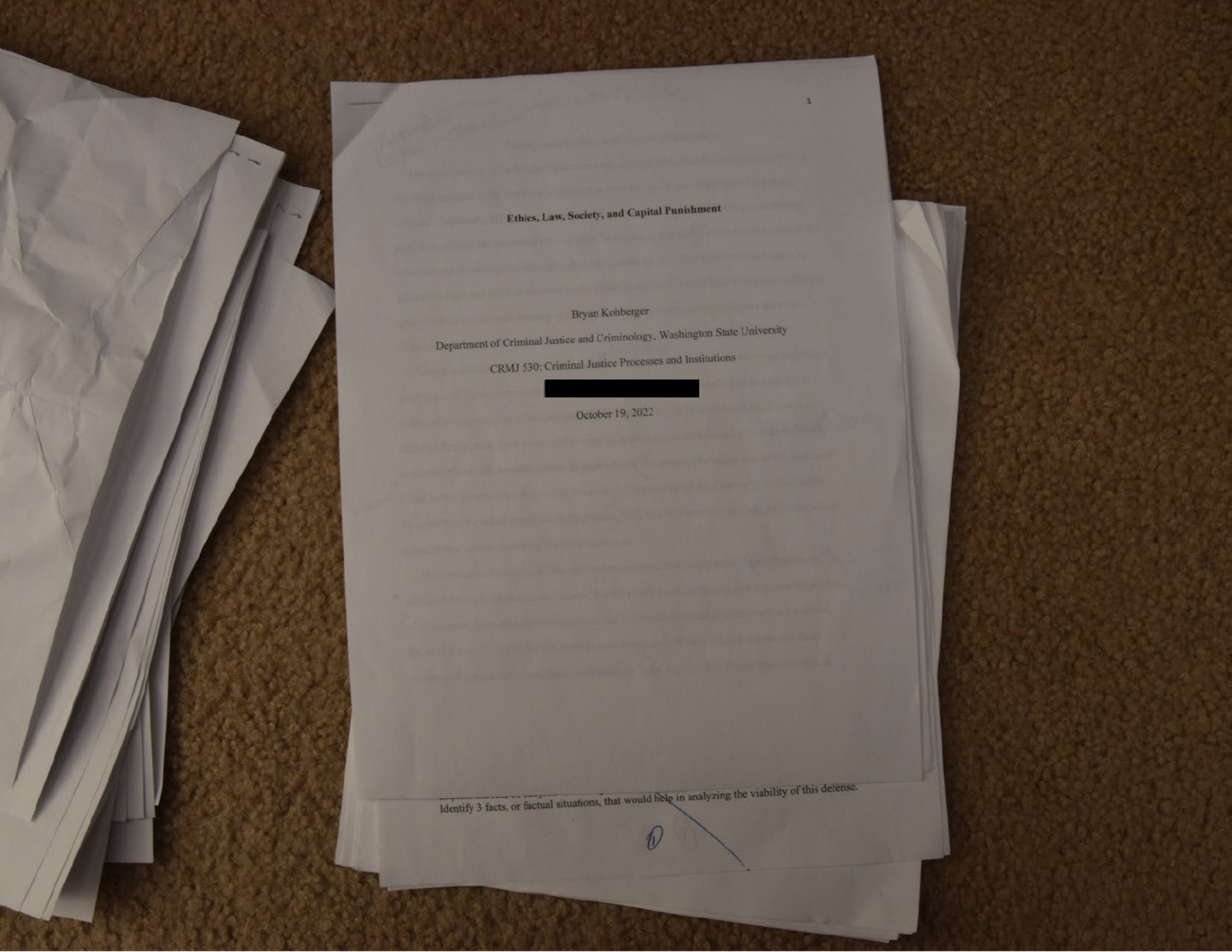

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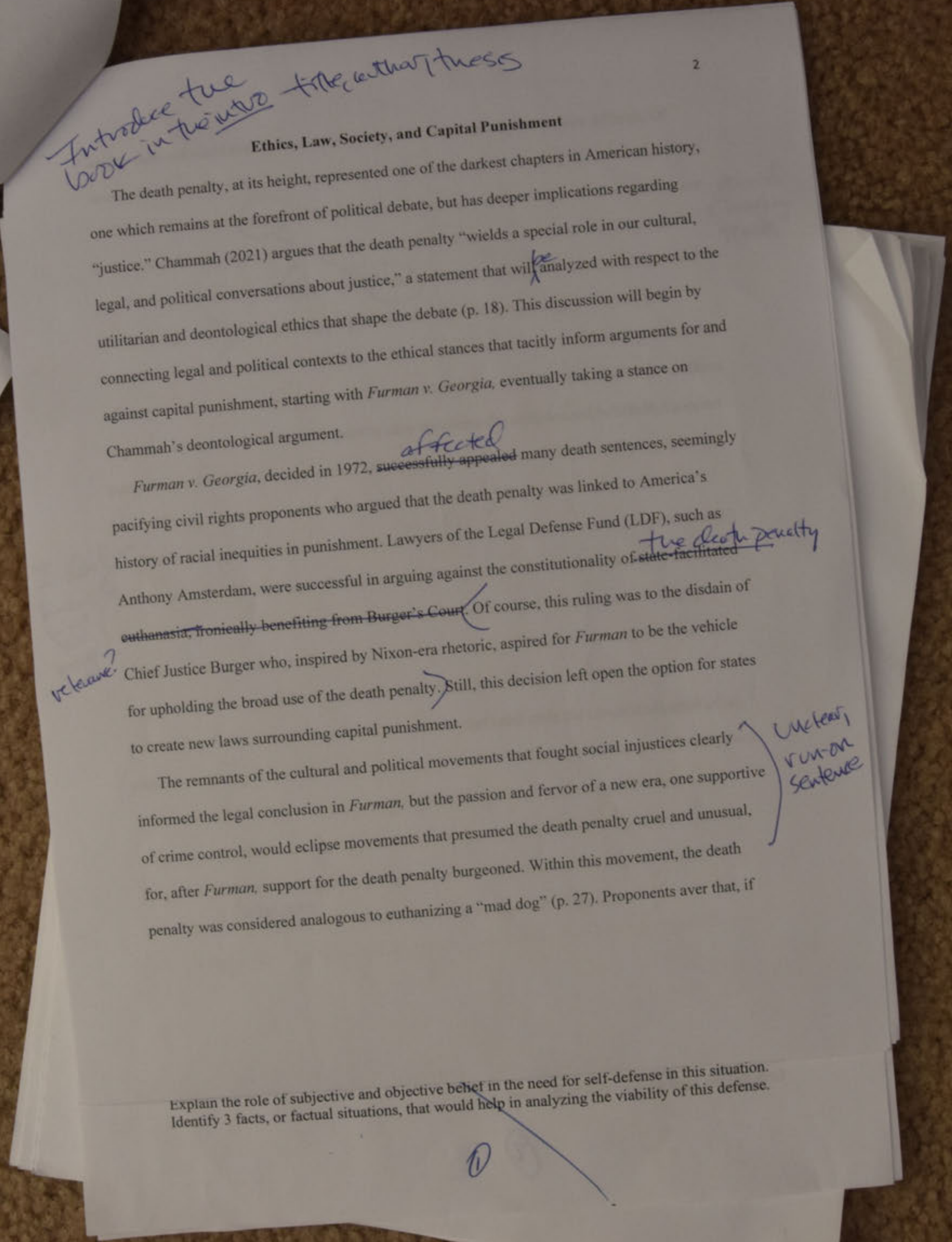

Introduce the book in the intro title, author, thesis

Ethics, Law, Society, and Capital Punishment

The death penalty, at its height, represented one of the darkest chapters in American history, one which remains at the forefront of political debate, but has deeper implications regarding "justice." Chammah (2021) argues that the death penalty "wields a special role in our cultural, legal, and political conversations about justice," a statement that wil be analyzed with respect to the utilitarian and deontological ethics that shape the debate (p. 18). This discussion will begin by connecting legal and political contexts to the ethical stances that tacitly inform arguments for and against capital punishment, starting with *Furman v. Georgia,* eventually taking a stance on Chammah's deontological argument.

Furman v. Georgia, decided in 1972, ~~successfully appealed~~ affected many death sentences, seemingly pacifying civil rights proponents who argued that the death penalty was linked to America's history of racial inequities in punishment. Lawyers of the Legal Defense Fund (LDF), such as Anthony Amsterdam, were successful in arguing against the constitutionality of ~~state-facilitated euthanasia, ironically benefiting from Burger's Court~~ the death penalty. Of course, this ruling was to the disdain of Chief Justice Burger who, inspired by Nixon-era rhetoric, aspired for *Furman* to be the vehicle for upholding the broad use of the death penalty. Still, this decision left open the option for states to create new laws surrounding capital punishment.

relevance?

The remnants of the cultural and political movements that fought social injustices clearly informed the legal conclusion in *Furman,* but the passion and fervor of a new era, one supportive of crime control, would eclipse movements that presumed the death penalty cruel and unusual, for, after *Furman,* support for the death penalty burgeoned. Within this movement, the death penalty was considered analogous to euthanizing a "mad dog" (p. 27). Proponents aver that, if

Unclear, run-on sentence

Explain the role of subjective and objective belief in the need for self-defense in this situation. Identify 3 facts, or factual situations, that would help in analyzing the viability of this defense.

①

society does not wield such power, combatting crime will be ~~made~~ much more difficult. Of course, this mentality is heavily rooted in the notion that harsh sanctioning has a deterrent effect.

Further, Chammah argues that the death penalty acts as a symbol for retributive punishment in the United States, one which overshadows and justifies sentences that are relatively less punitive (e.g., life sentences). Such a symbol was reflective of the inflamed national culture ~~of the "get tough era," fostering the appropriate context for widespread support of punitive measures, resulting in mass incarceration.~~ This cultural movement was facilitated by a view that offenders were beyond redemption, which appeared to thrive in spite of the rehabilitative efforts of previous years. In fact, the death penalty may epitomize the attitudes and beliefs that support punitive, non-rehabilitative approaches. At the forefront of this mentality, solidifying it, are the laws of Texas, a state responsible for a third of the nearly 1,500 executions since 1950.

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tenses

Within the opposing cultural and political movements mentioned above lies clear evidence that the concept of justice cannot be disentangled from the practices and traditions of the society from which the term's substance is inferred. That is, political and cultural contexts largely influence how one conceptualizes justice and views legality. Therefore, there is, necessarily, a largely subjective standard of justice that is prevalent in America, fueled by political polarization. Reflective of the political polarization that confounds the conceptualization of an objective meaning of justice, conservatives seem to view the death penalty as the ultimate power over crime and disorder, one which is appropriate and justified in capital punishment cases, whereas progressives view such a sentence as unjust, unconstitutional, and rooted in systemic inequities. Moderate perspectives, though not as common, combine the aforementioned perspectives, ~~viewing~~ believing that the death penalty serves a purpose in *some* cases.

I don't
know
what
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Explain the role of subjective and objective belief in the need for self-defense in this situation. Identify 3 facts, or factual situations, that would help in analyzing the viability of this defense.

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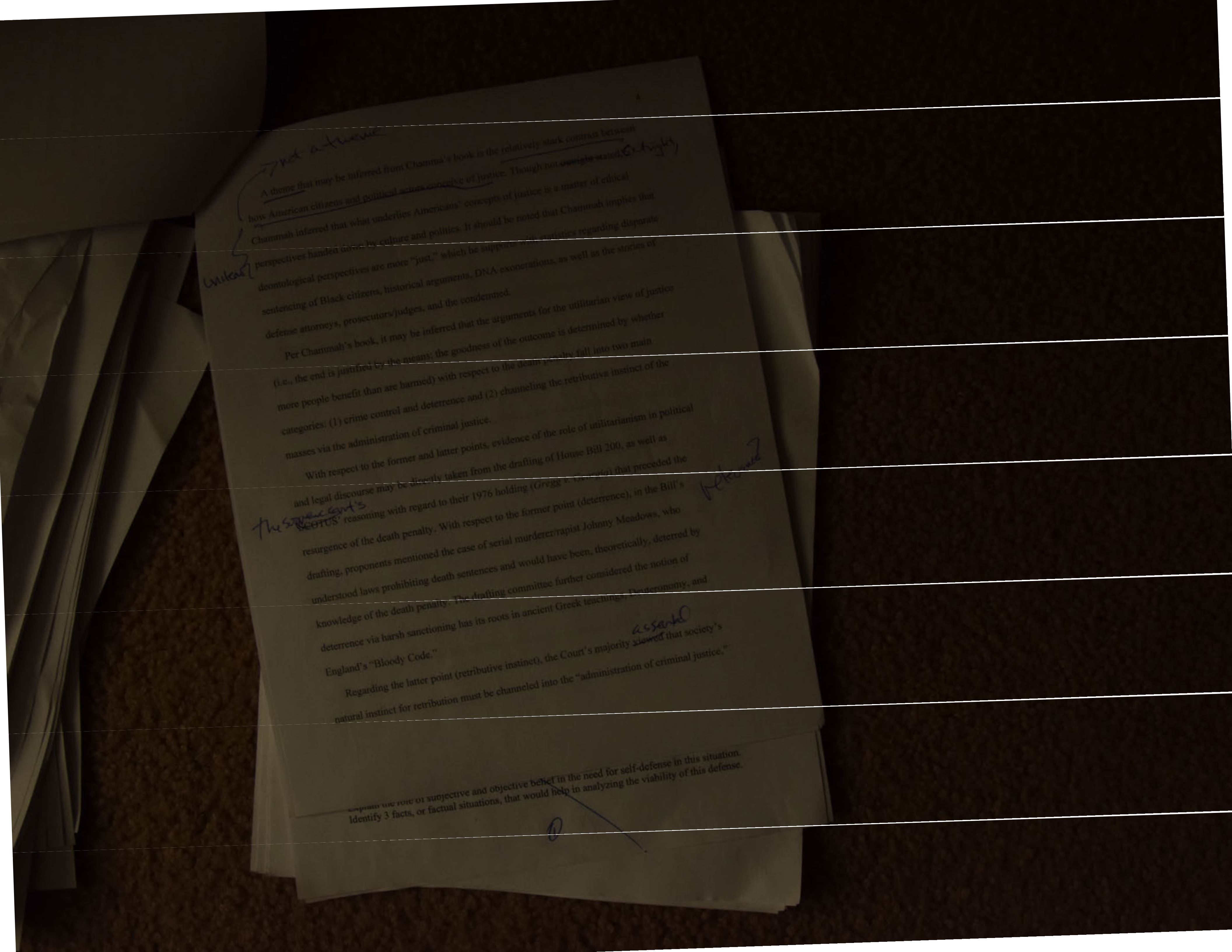

4

not a theme

A theme that may be inferred from Chamma's book is the relatively stark contrast between how American citizens and political actors conceive of justice. Though not ~~outright stated~~, Outright) Chammah inferred that what underlies Americans' concepts of justice is a matter of ethical perspectives handed down by culture and politics. It should be noted that Chammah implies that deontological perspectives are more "just," which he supports with statistics regarding disparate sentencing of Black citizens, historical arguments, DNA exonerations, as well as the stories of defense attorneys, prosecutors/judges, and the condemned.

Unclear

Per Chammah's book, it may be inferred that the arguments for the utilitarian view of justice (i.e., the end is justified by the means; the goodness of the outcome is determined by whether more people benefit than are harmed) with respect to the death penalty fall into two main categories: (1) crime control and deterrence and (2) channeling the retributive instinct of the masses via the administration of criminal justice.

With respect to the former and latter points, evidence of the role of utilitarianism in political and legal discourse may be directly taken from the drafting of House Bill 200, as well as The supreme court's ~~SCOTUS'~~ reasoning with regard to their 1976 holding (*Gregg v. Georgia*) that preceded the resurgence of the death penalty. With respect to the former point (deterrence), in the Bill's drafting, proponents mentioned the case of serial murderer/rapist Johnny Meadows, who understood laws prohibiting death sentences and would have been, theoretically, deterred by knowledge of the death penalty. The drafting committee further considered the notion of deterrence via harsh sanctioning has its roots in ancient Greek teachings, Deuteronomy, and England's "Bloody Code."

[illegible]

Regarding the latter point (retributive instinct), the Court's majority asserted ~~viewed~~ that society's natural instinct for retribution must be channeled into the "administration of criminal justice."

Explain the role of subjective and objective belief in the need for self-defense in this situation. Identify 3 facts, or factual situations, that would help in analyzing the viability of this defense.

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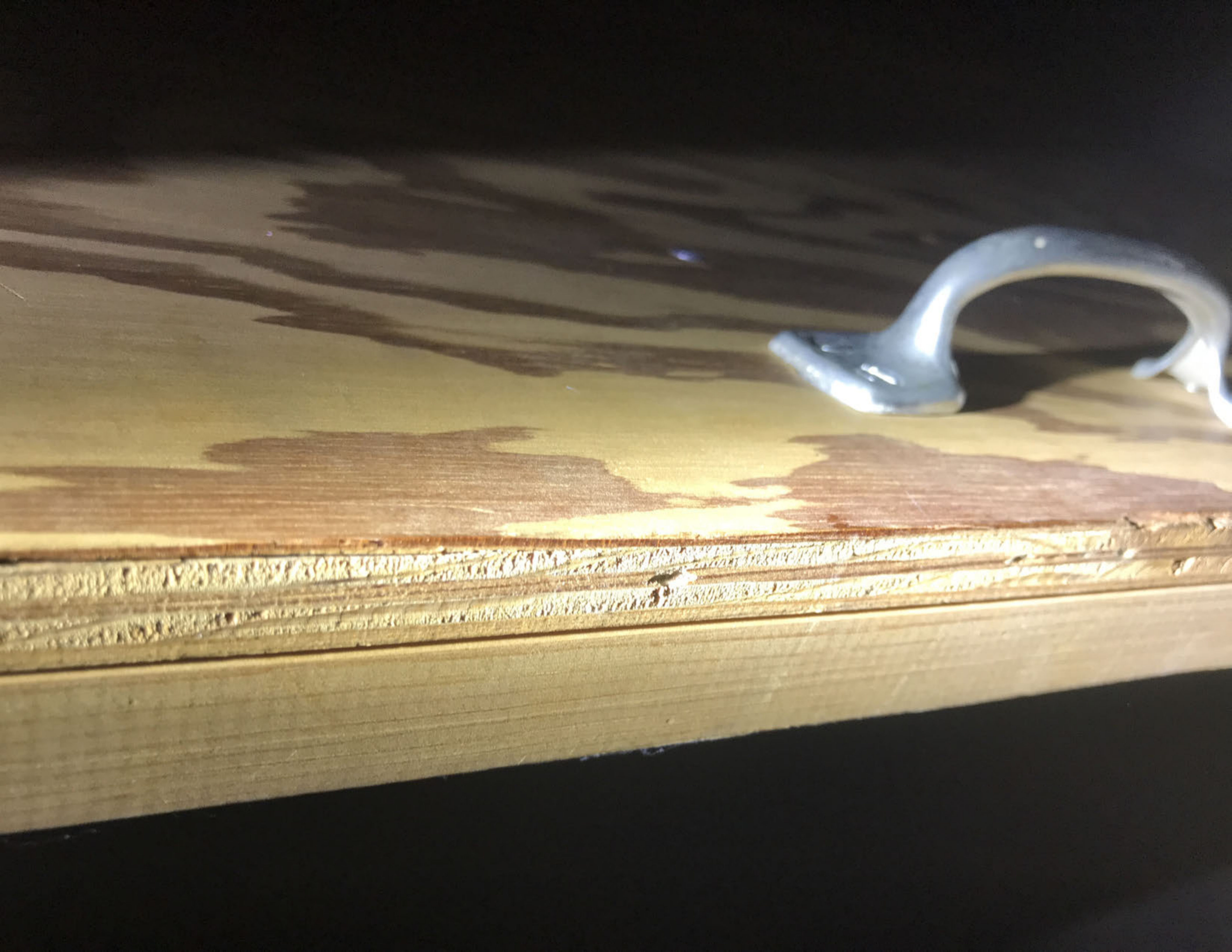

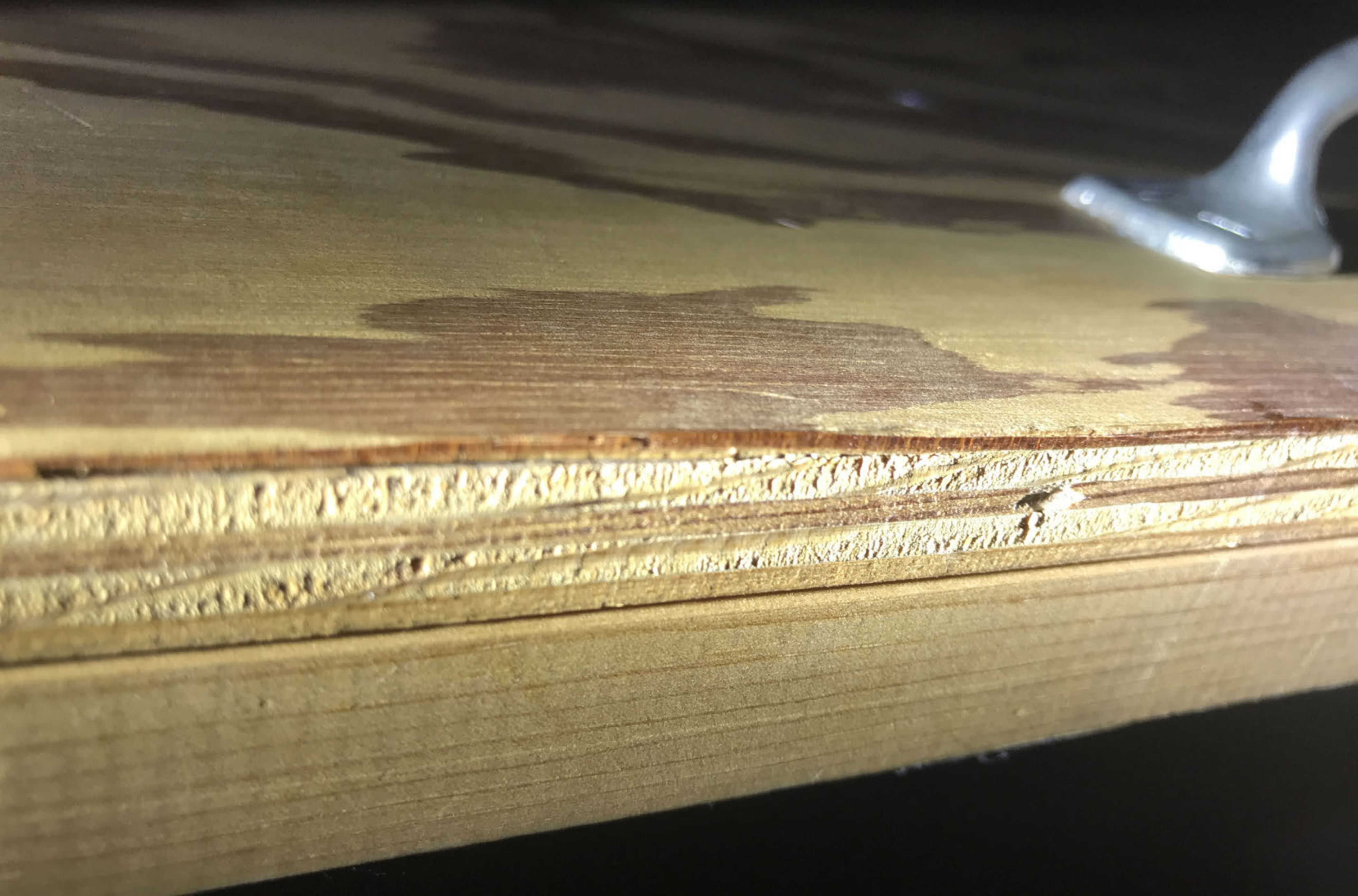

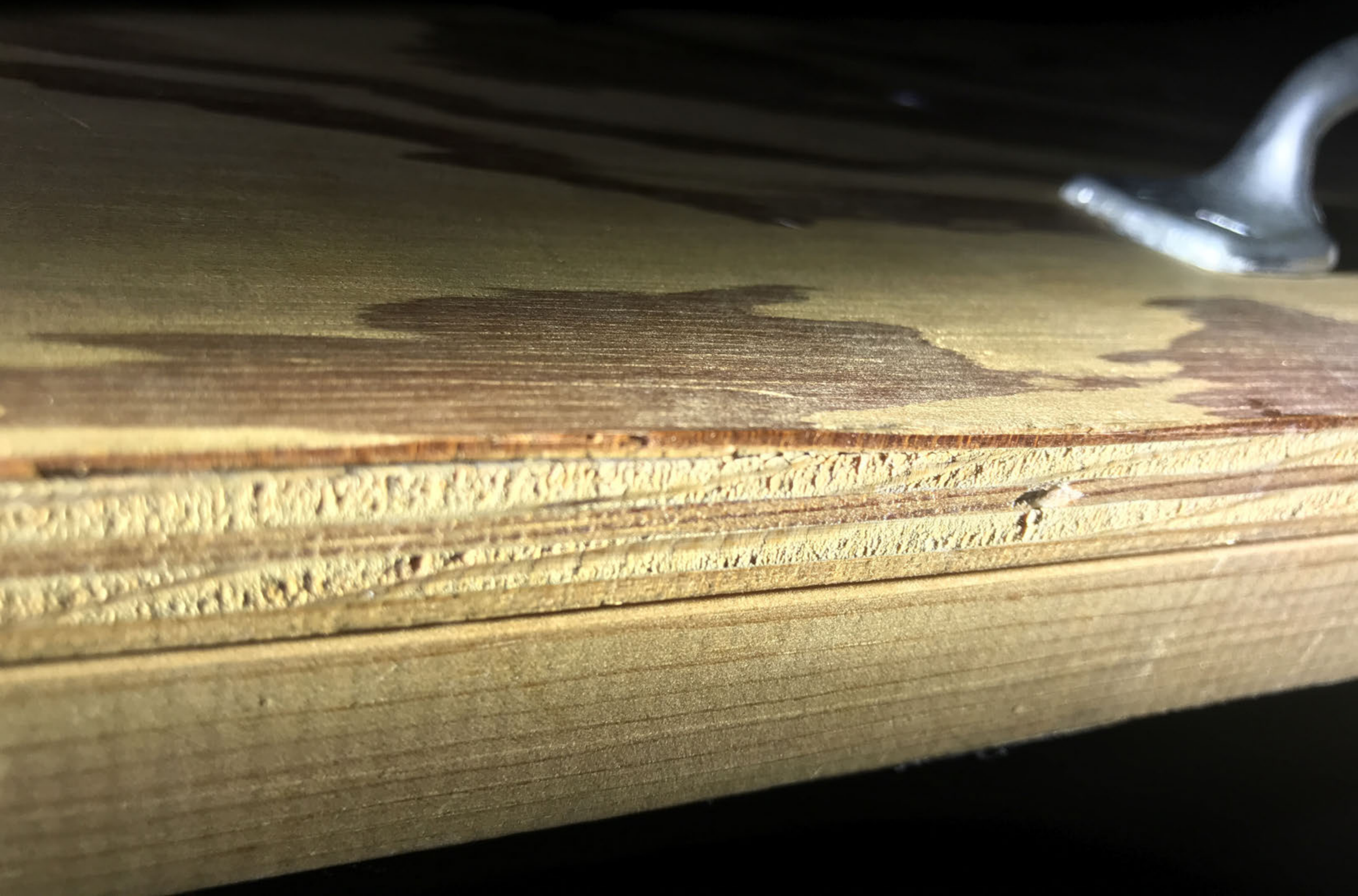

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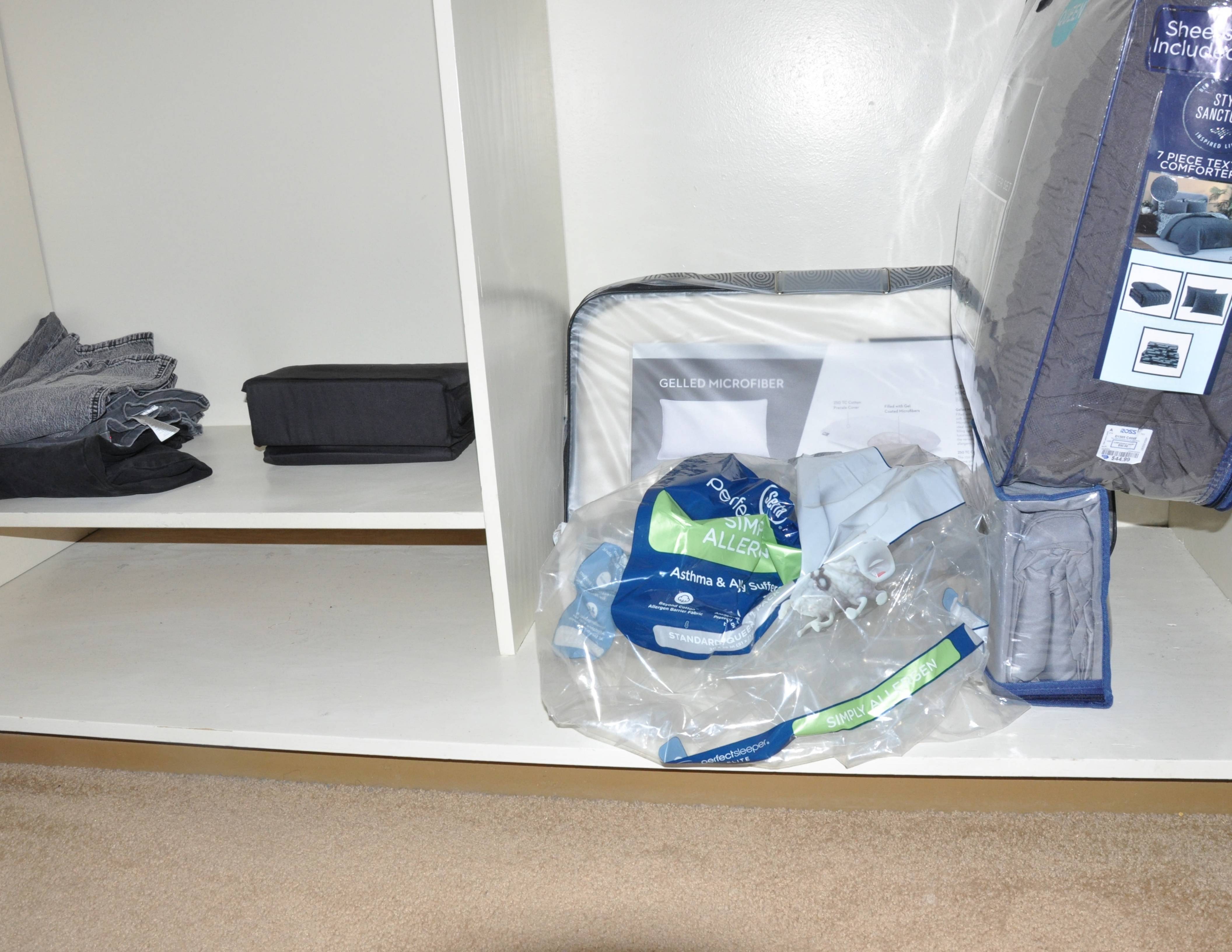
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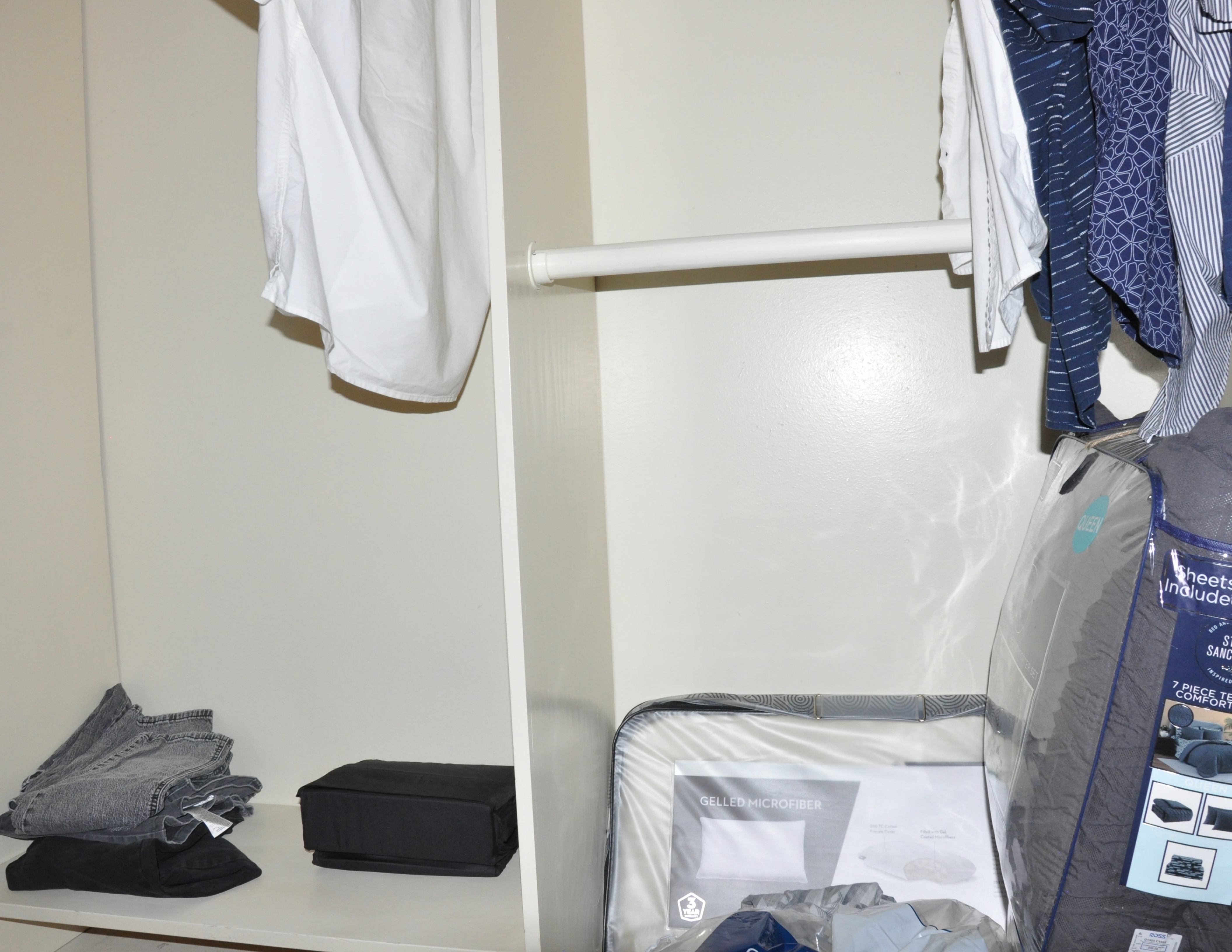
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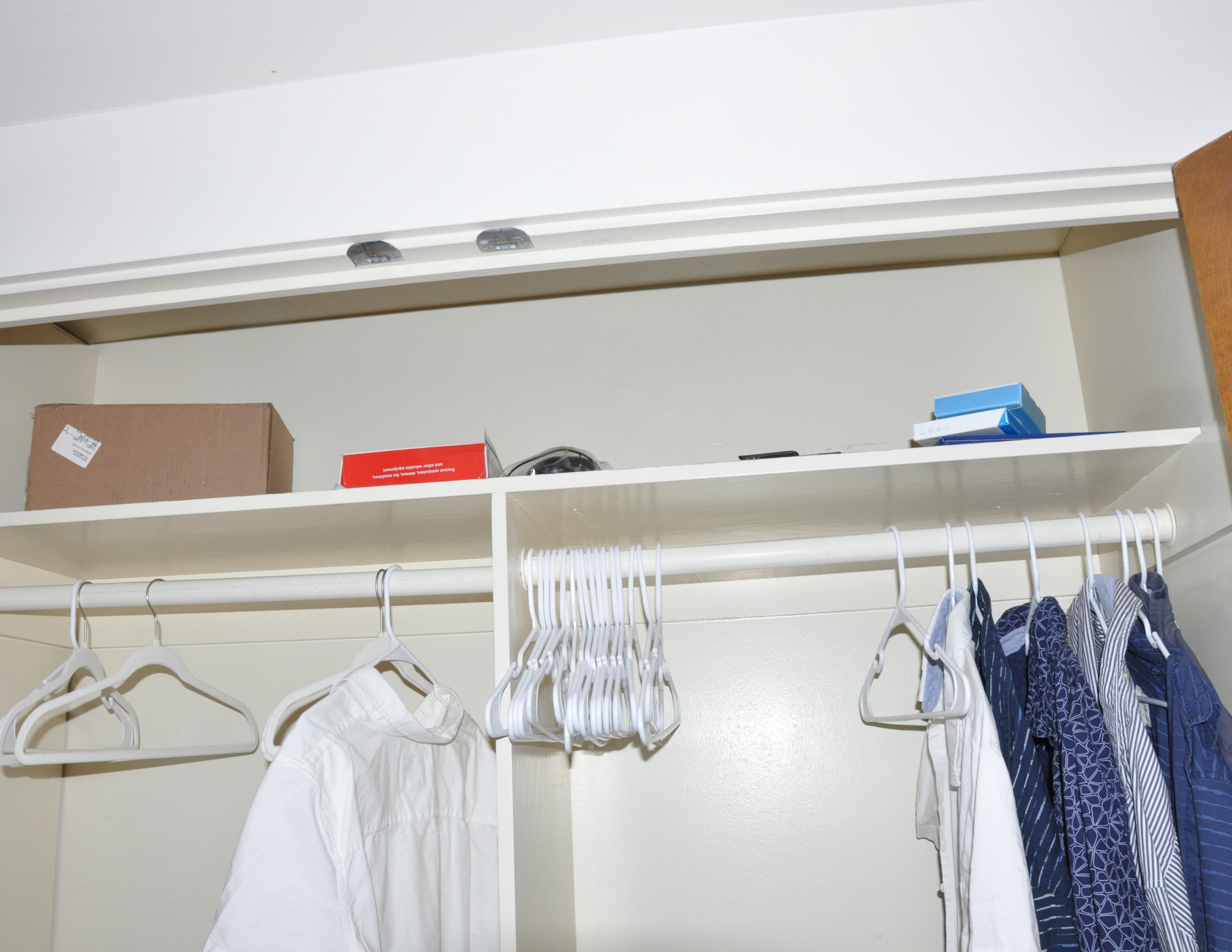
Protect computers, stereos, fax machines,
and other valuable equipment

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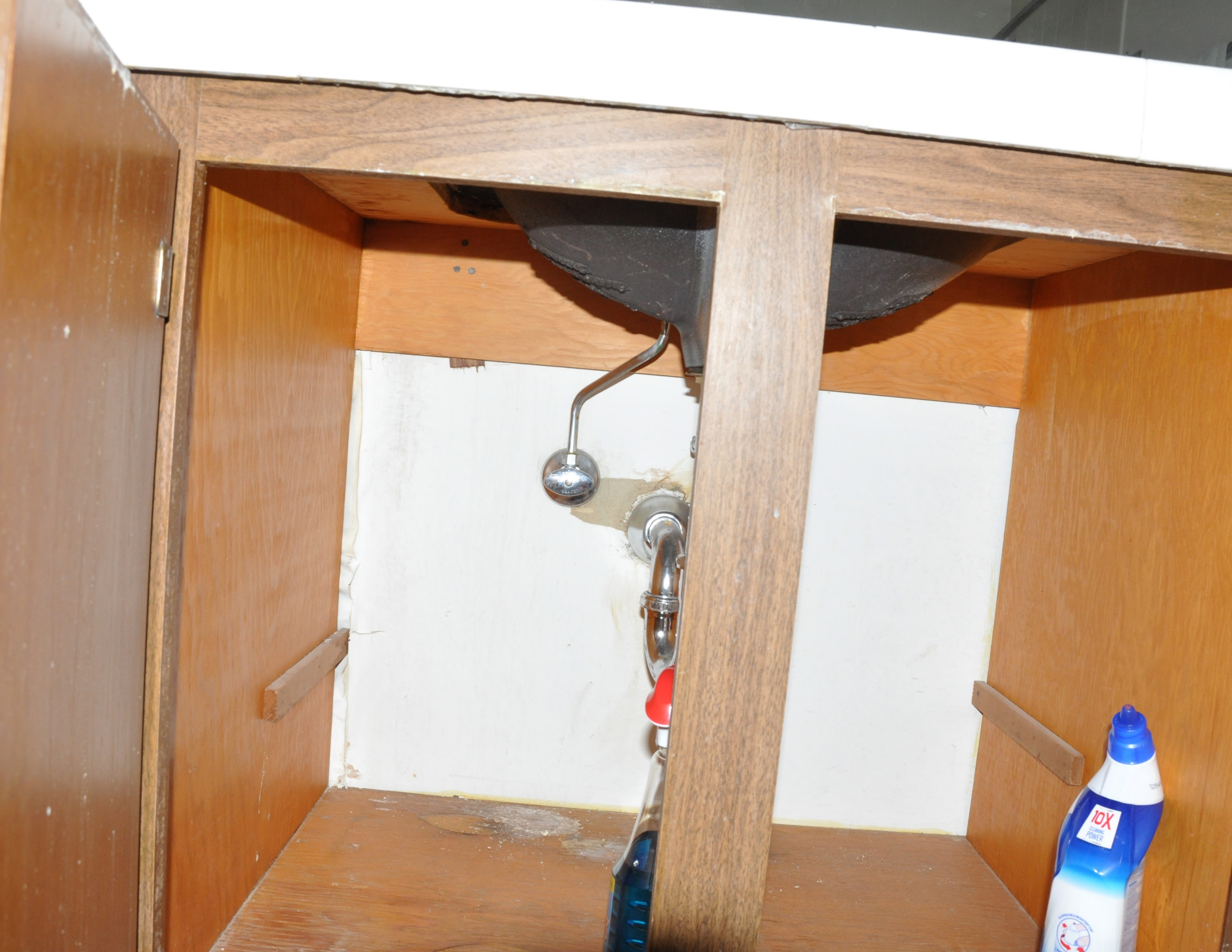
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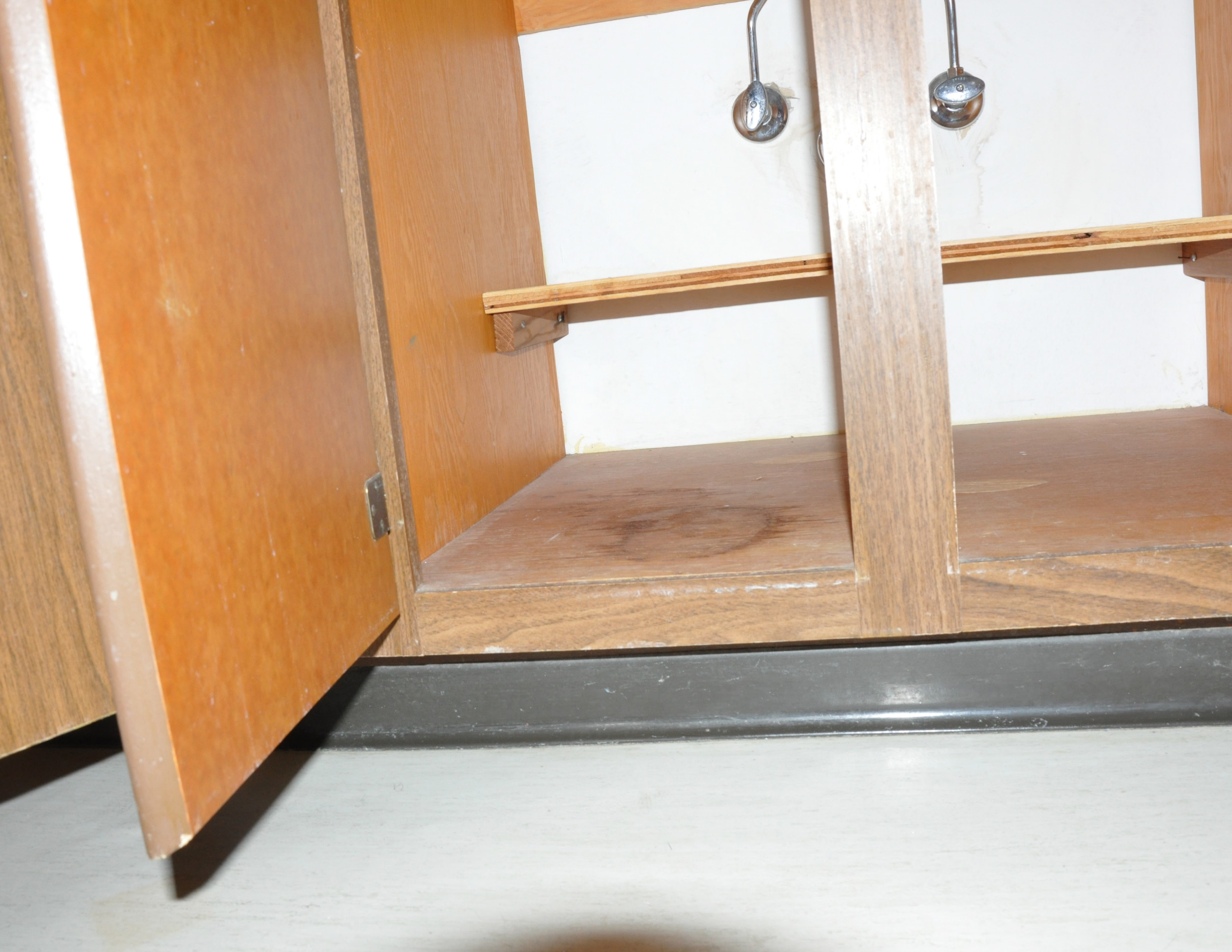

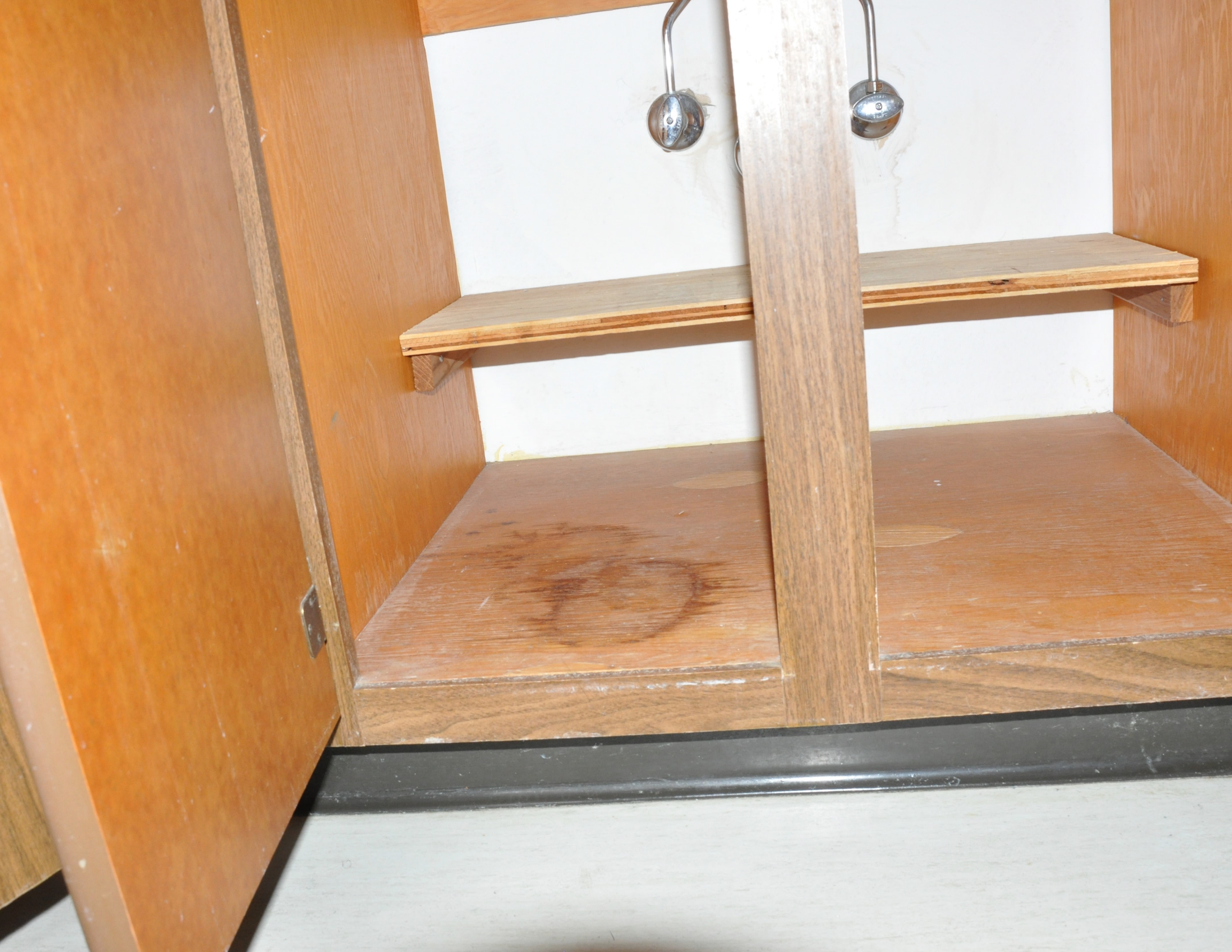

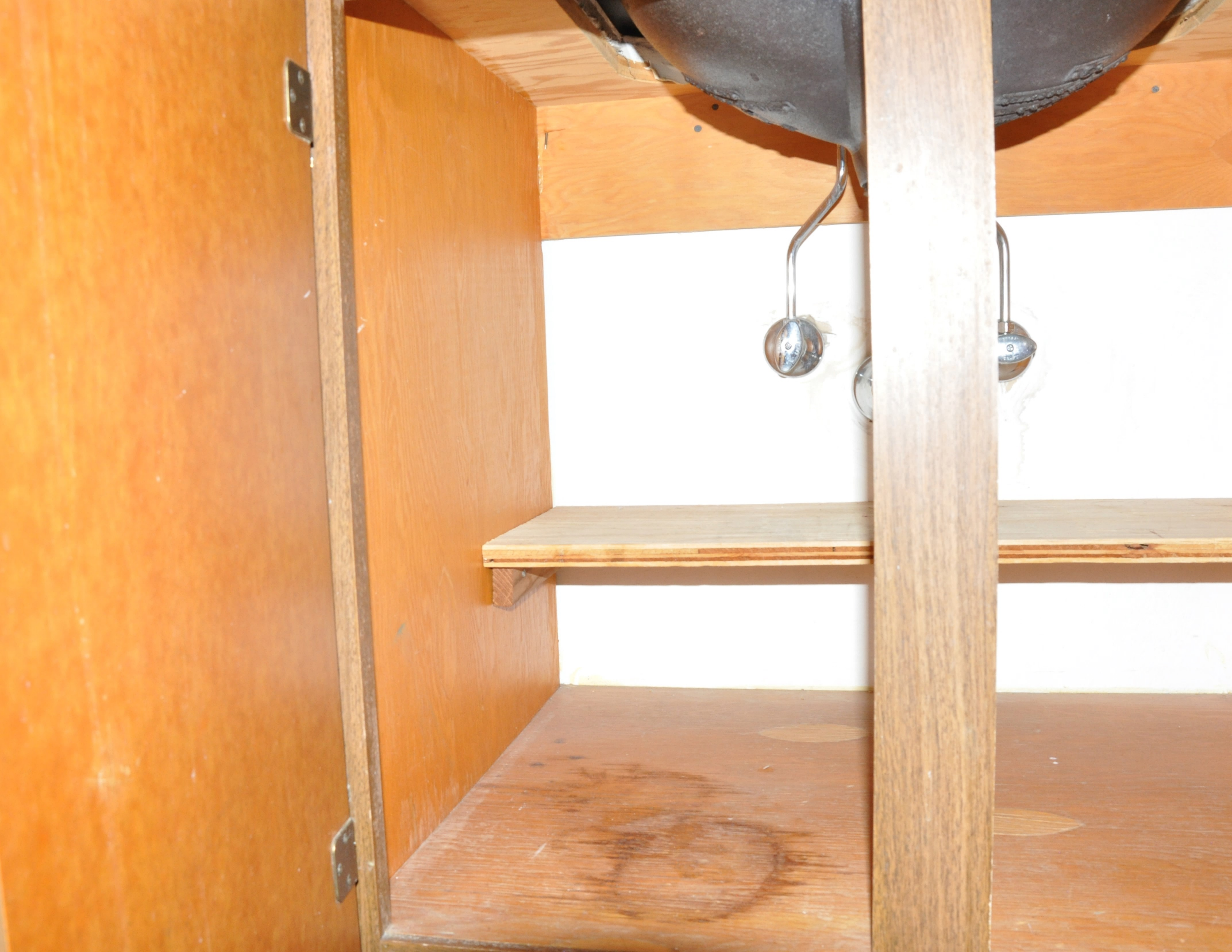

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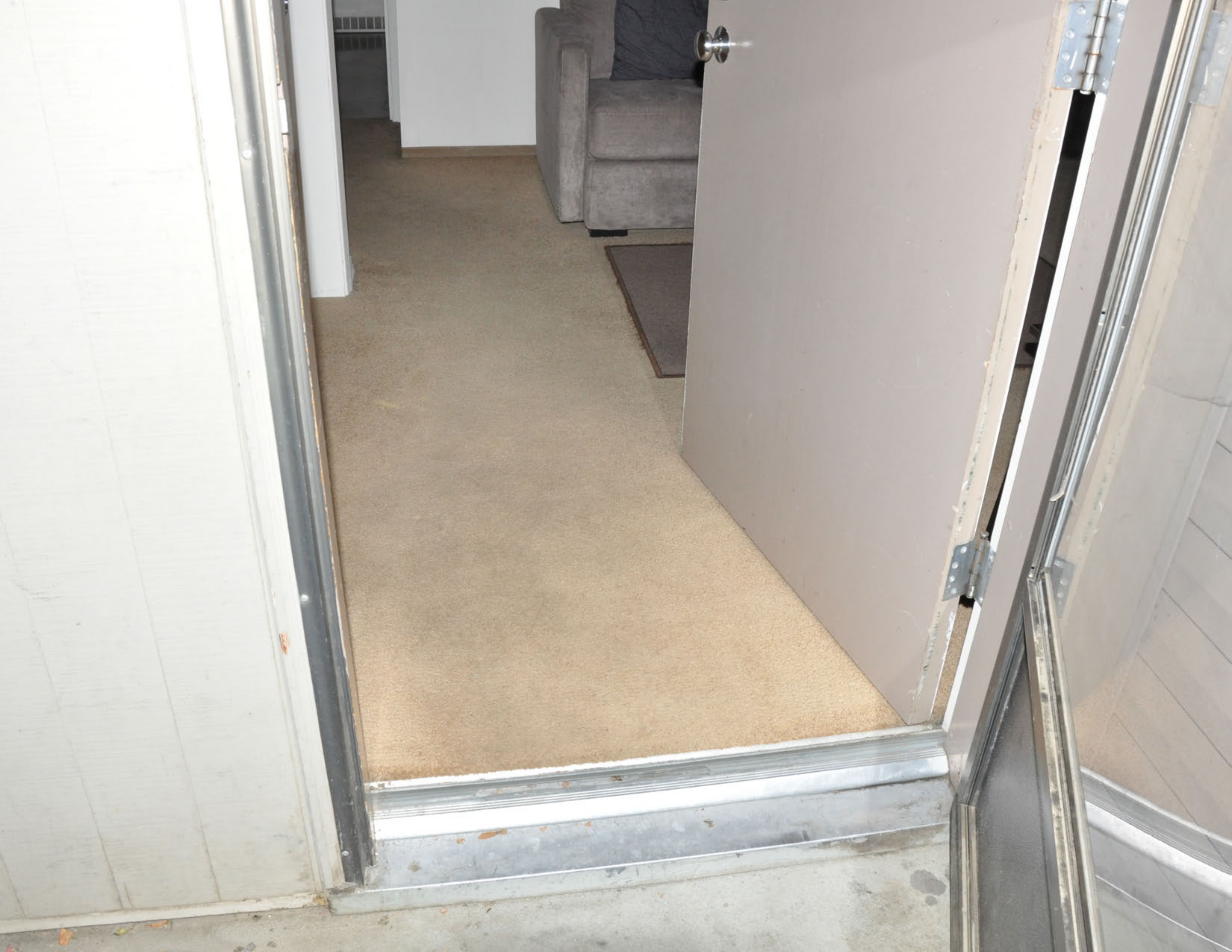

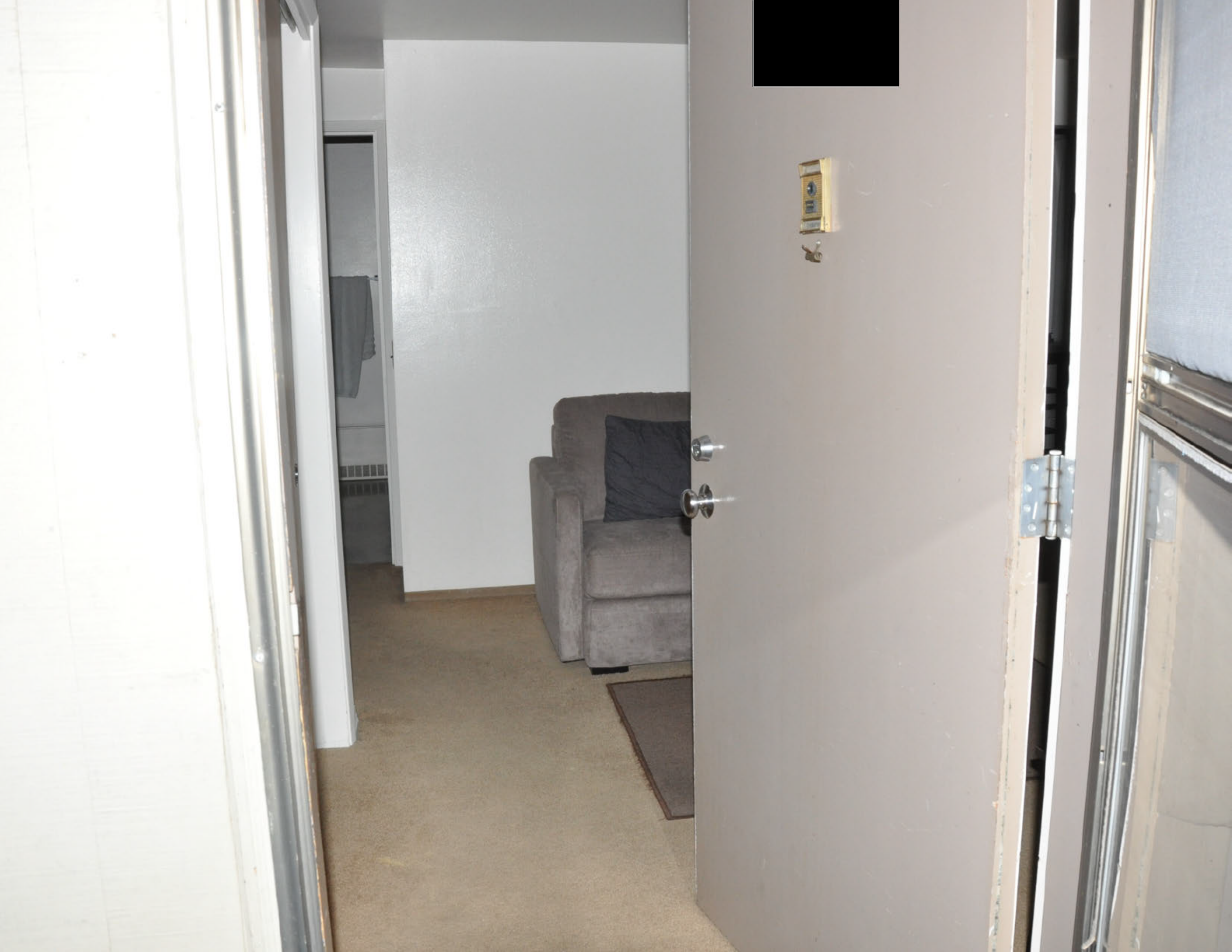

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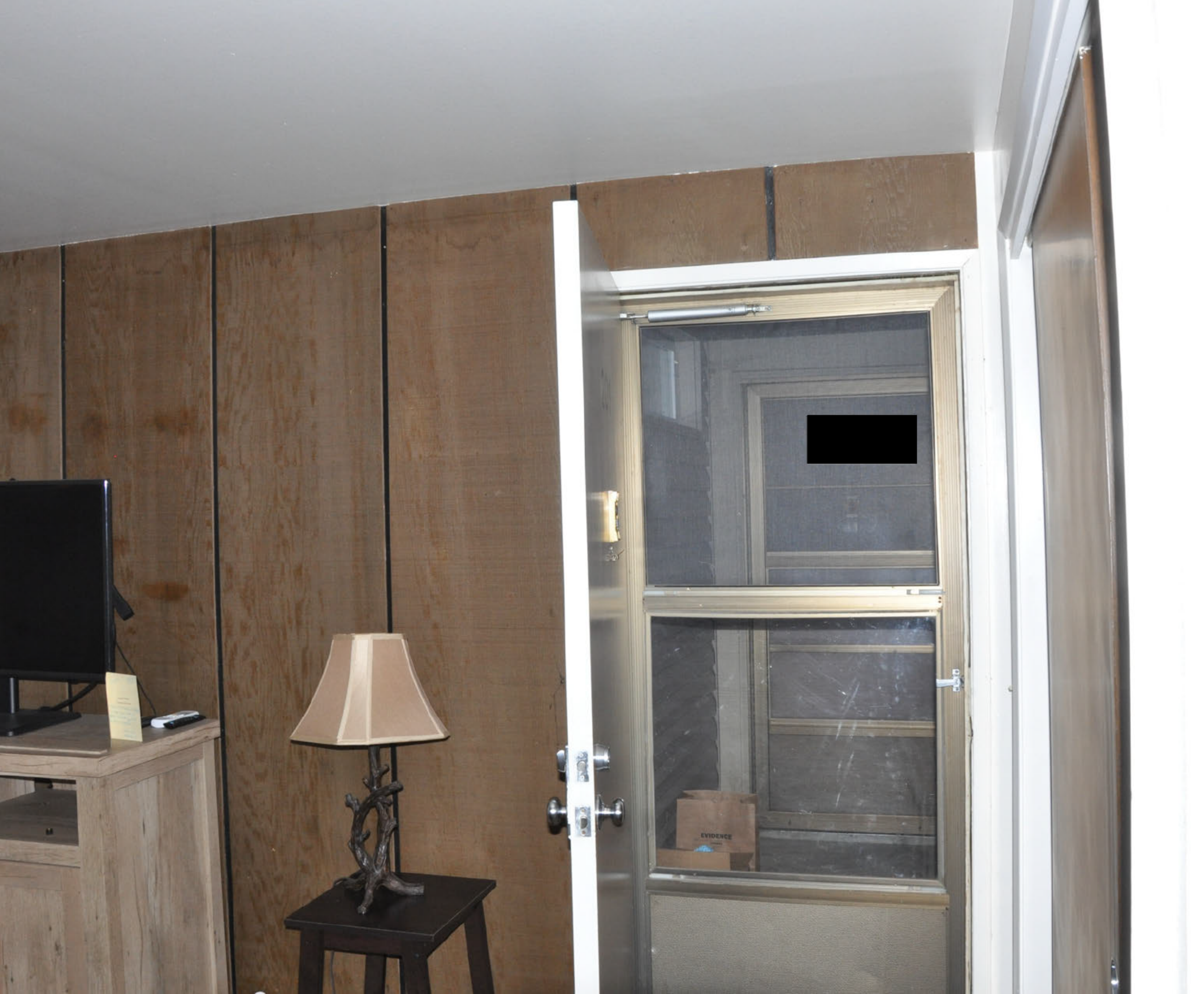

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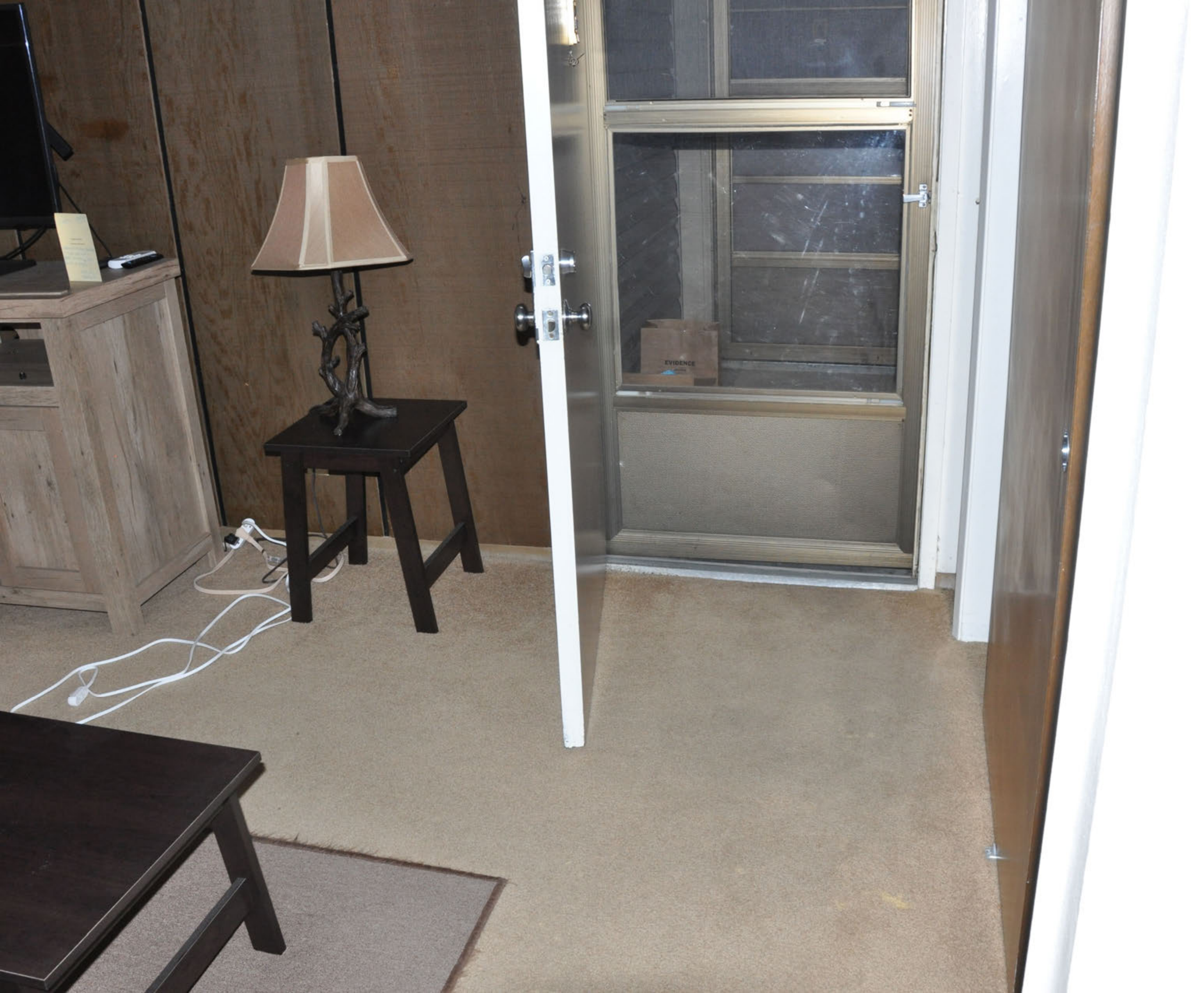
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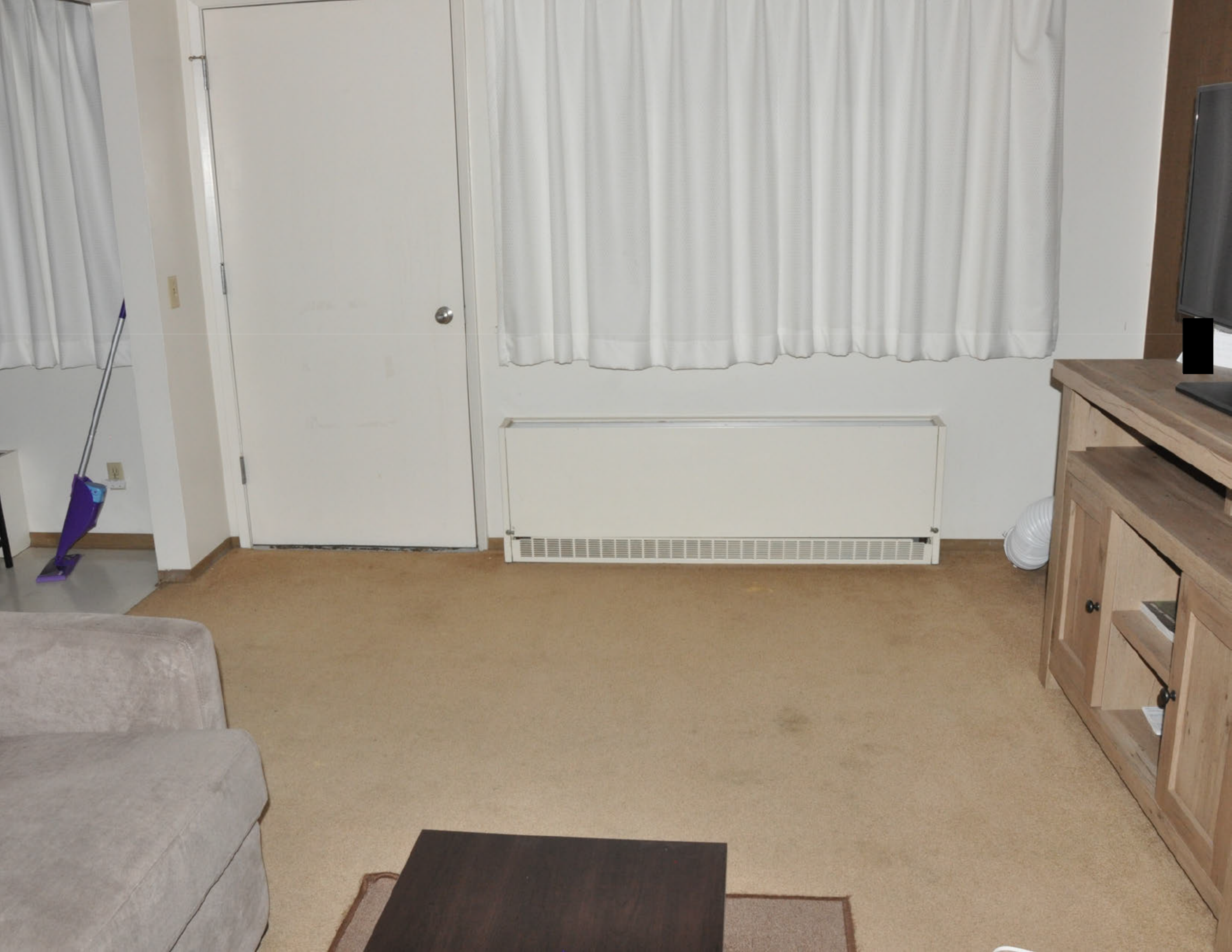

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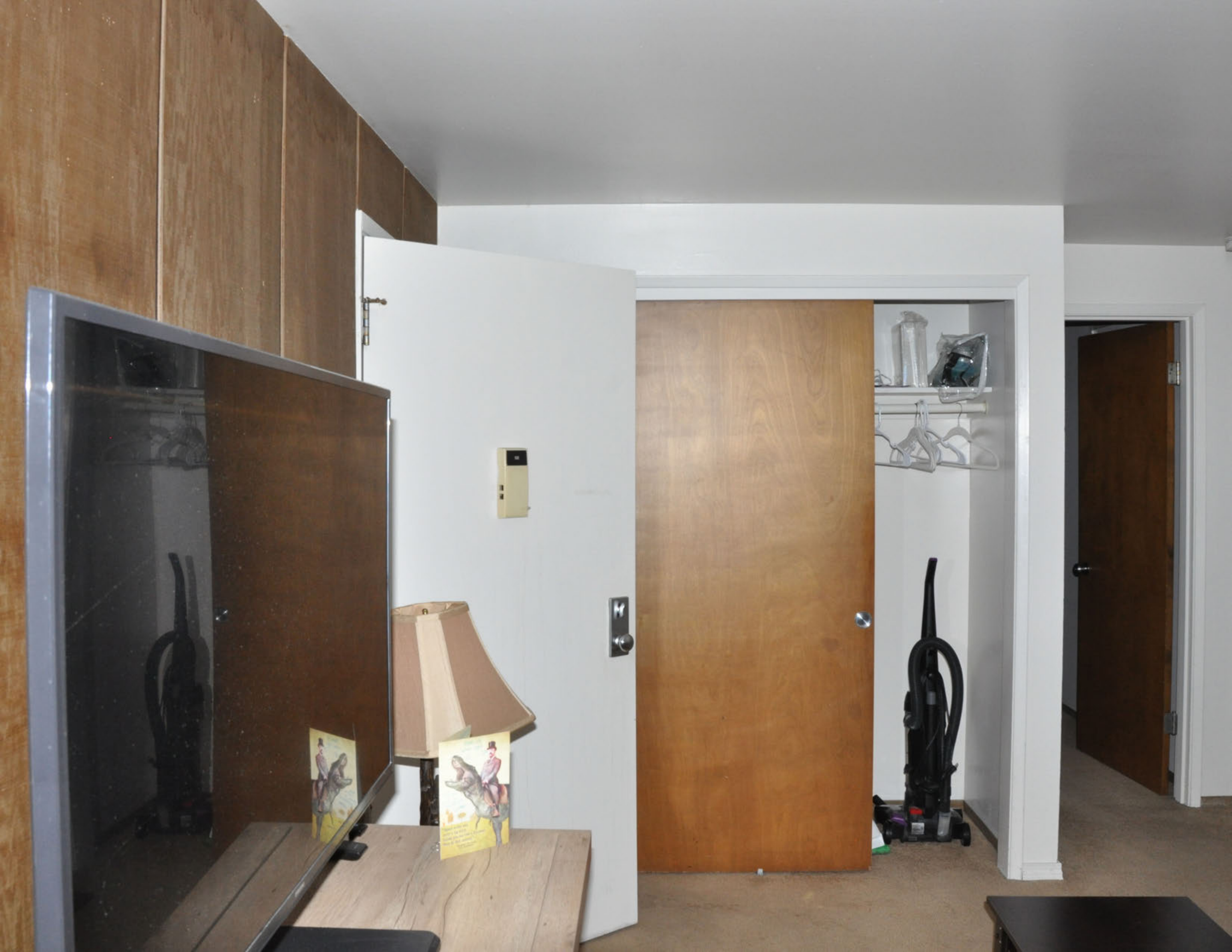

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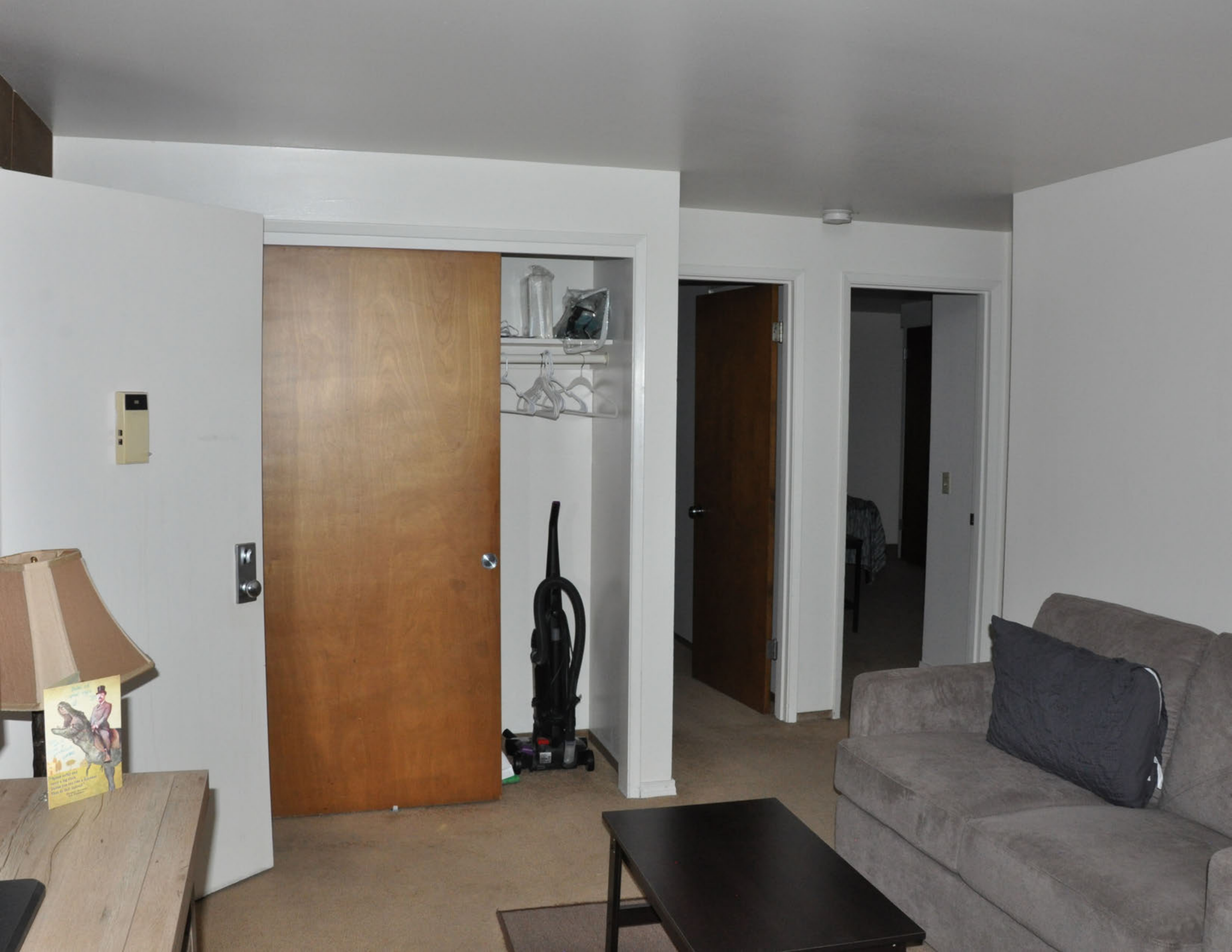

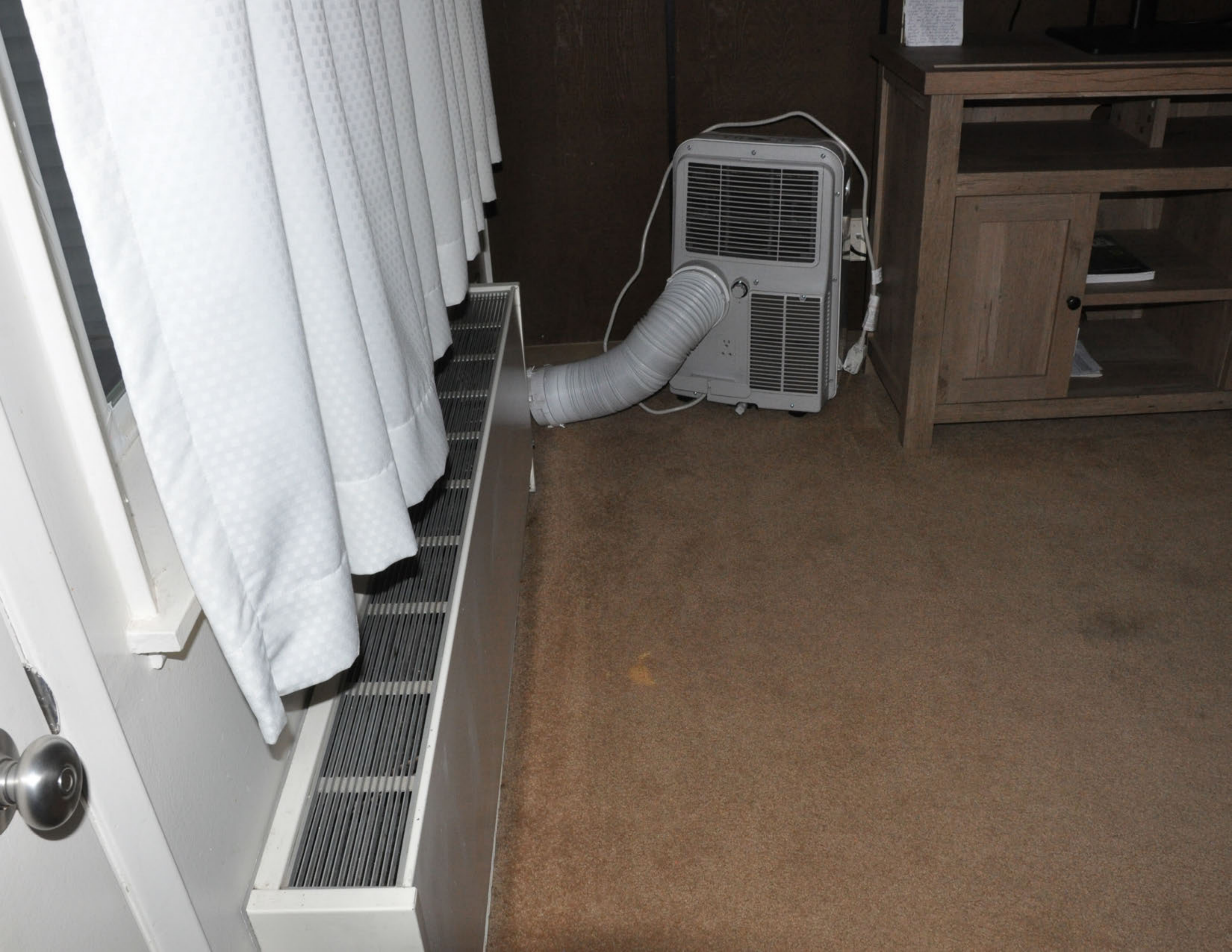

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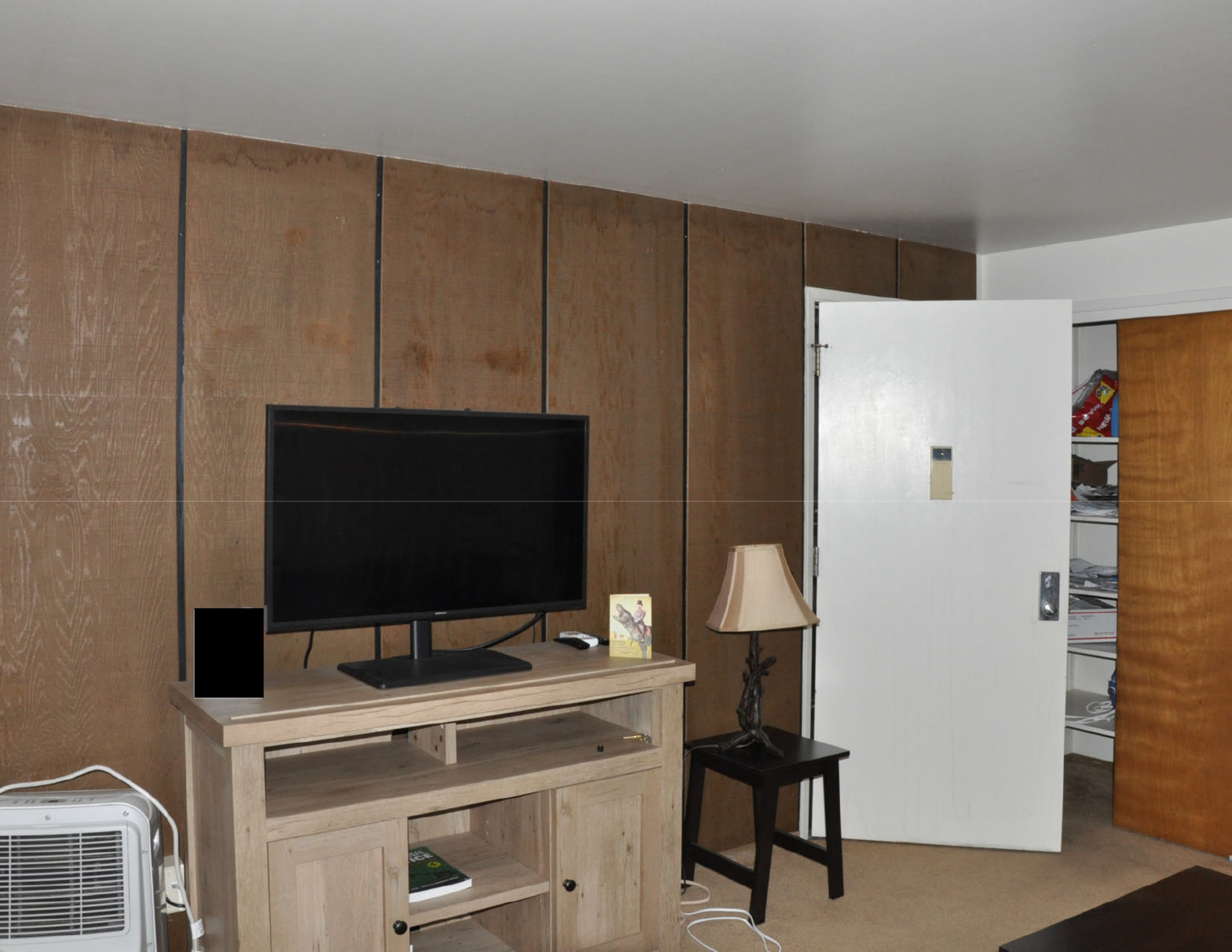

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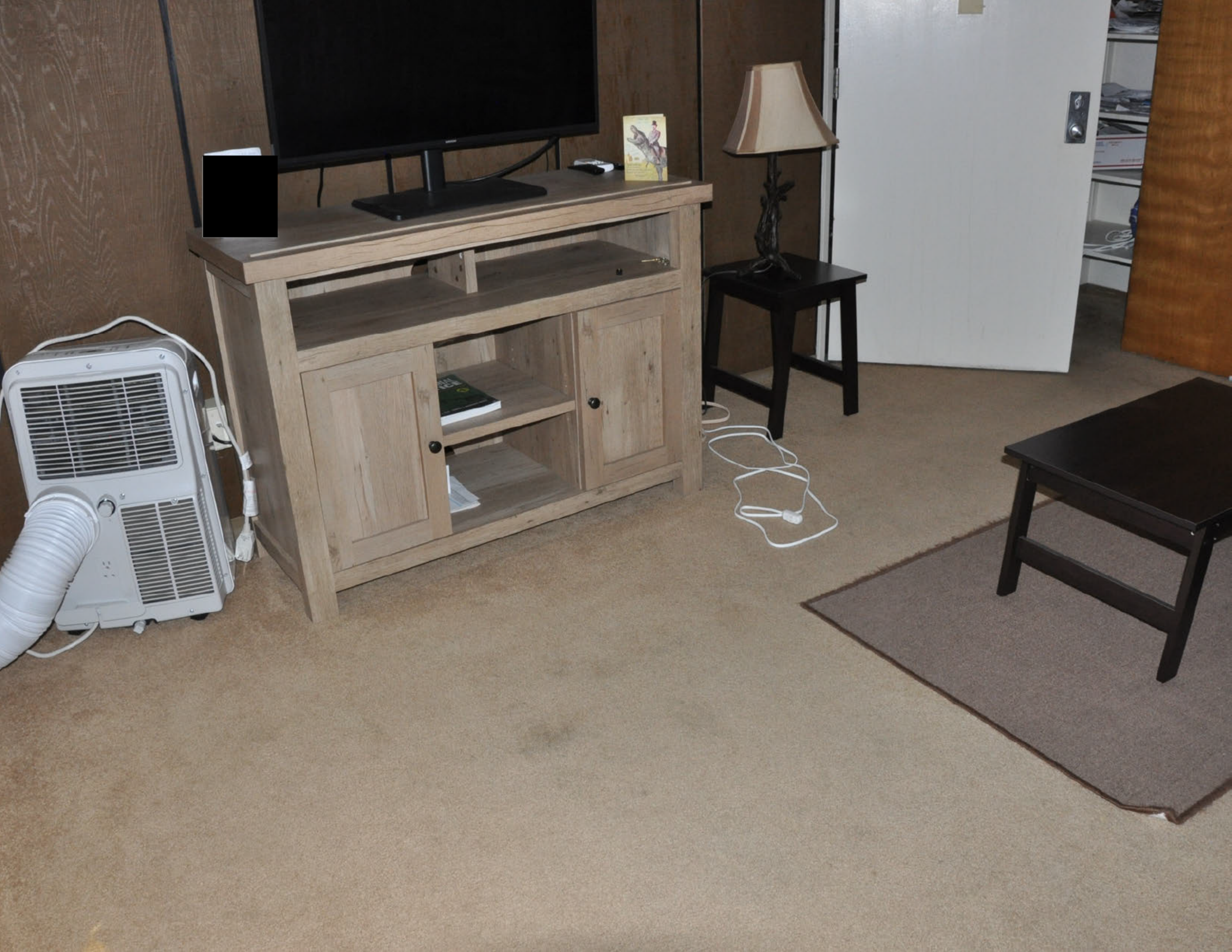

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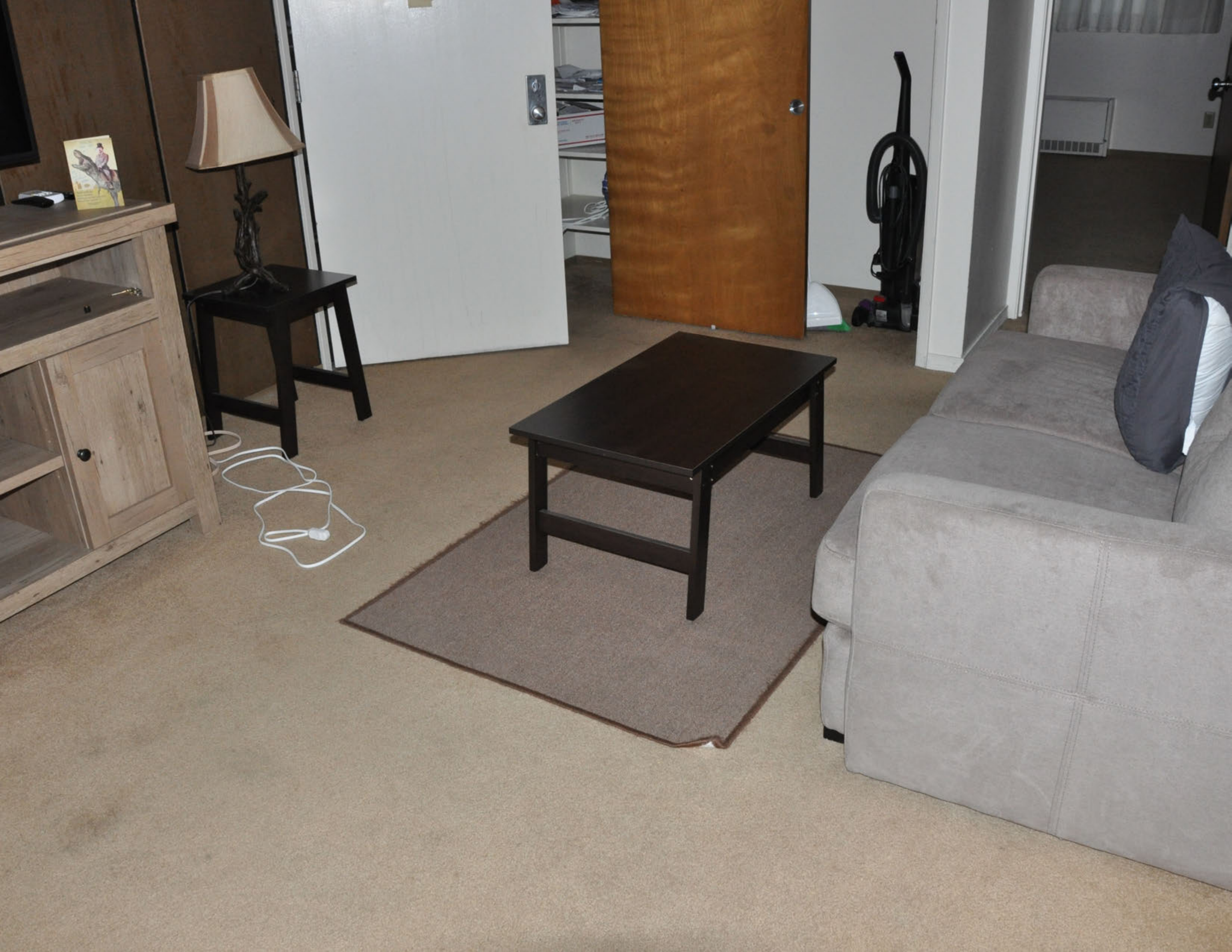

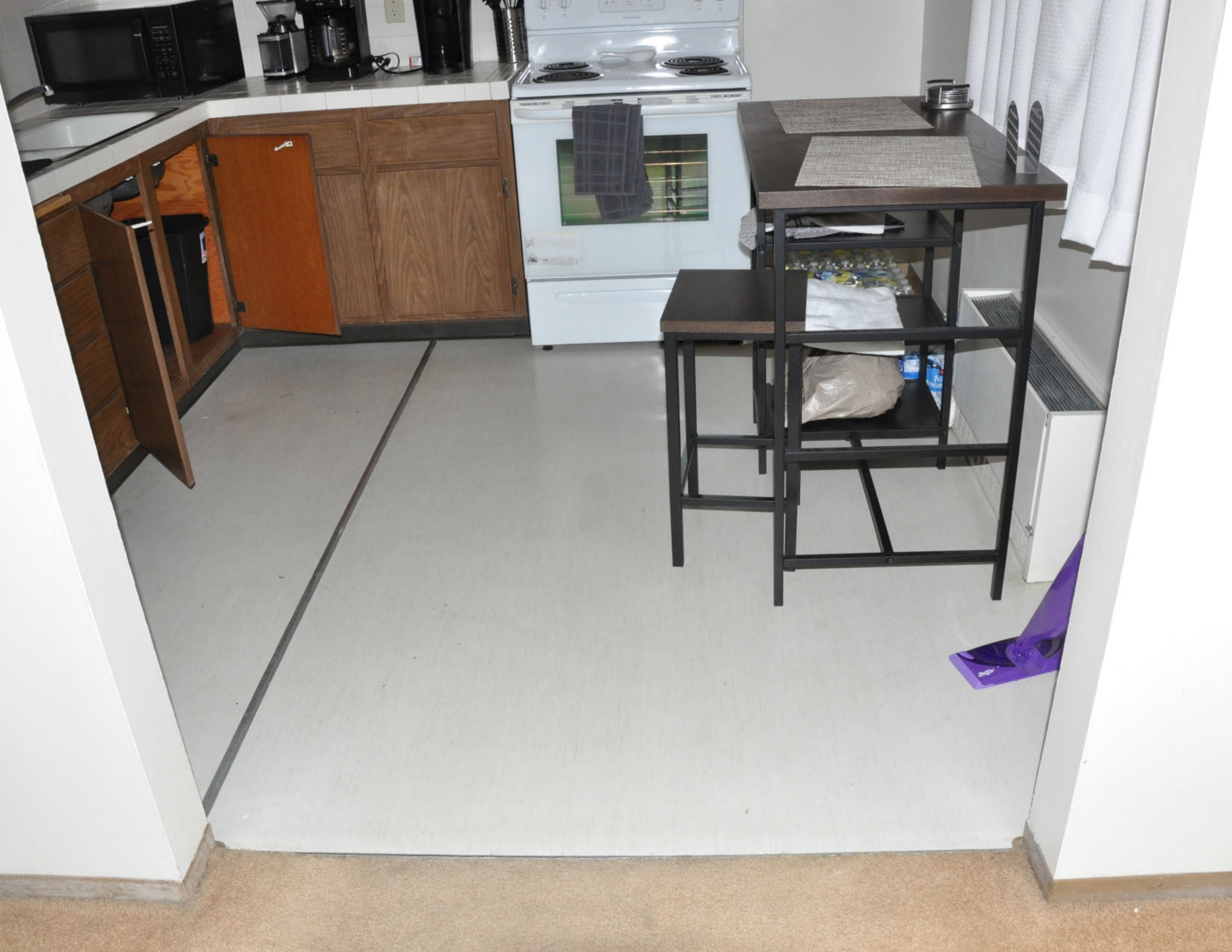

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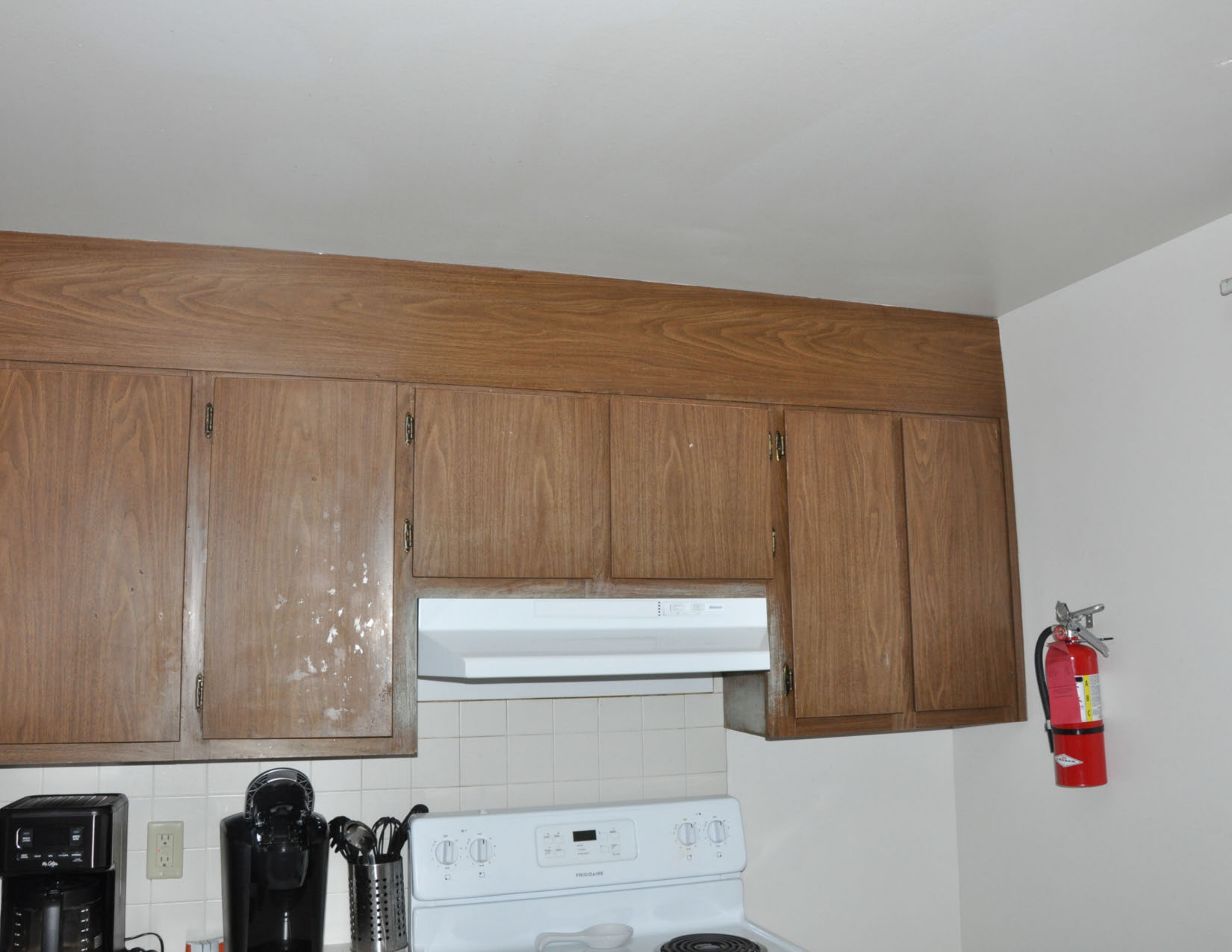
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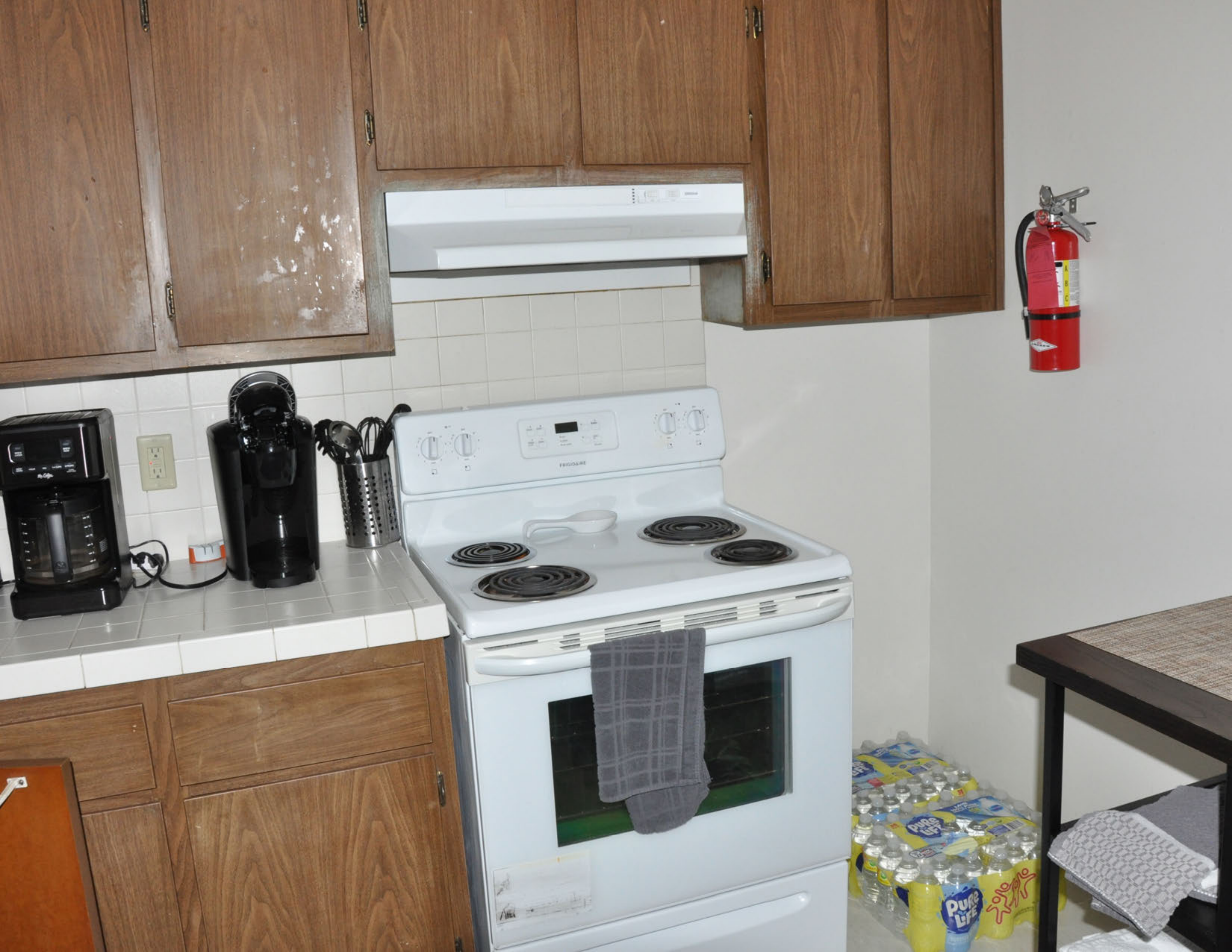
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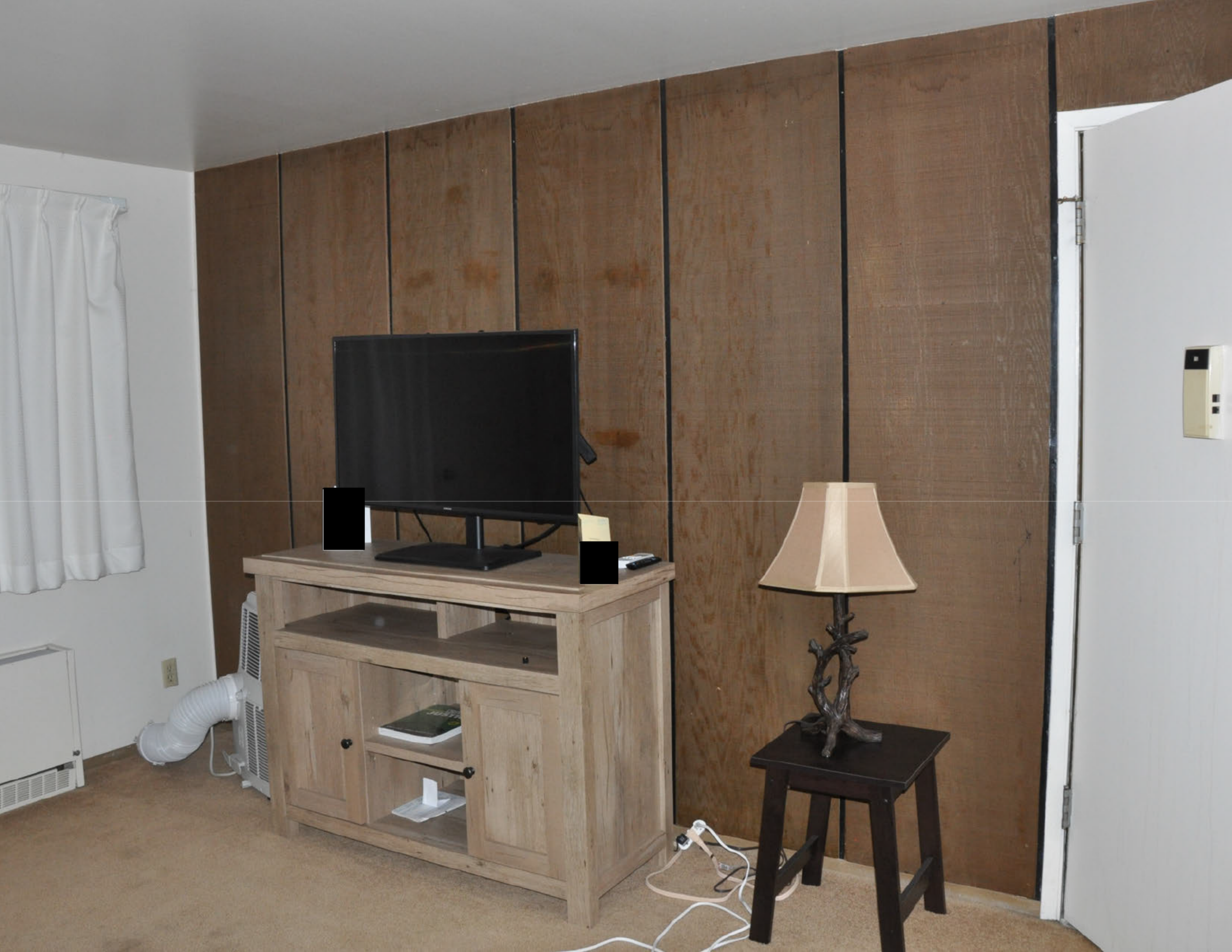

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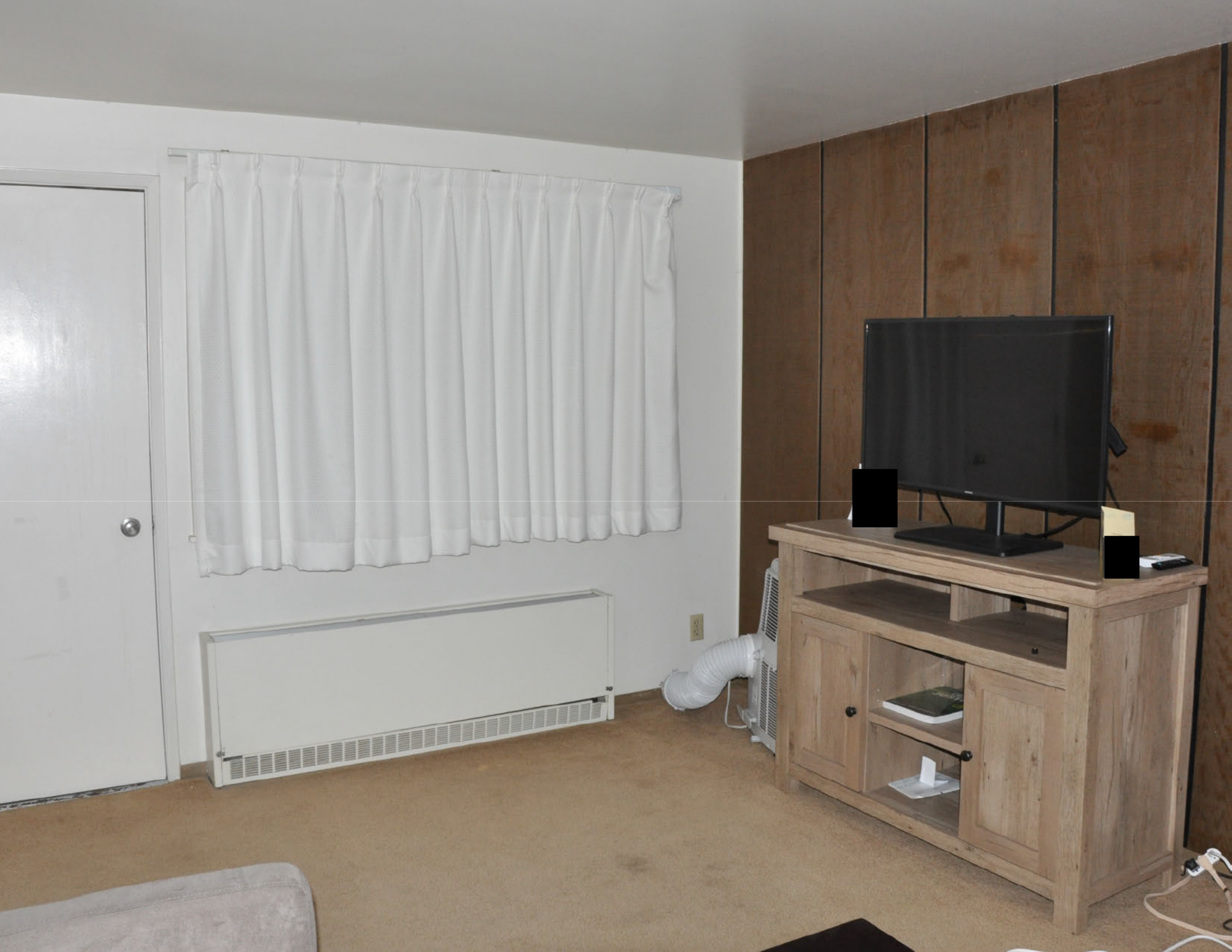

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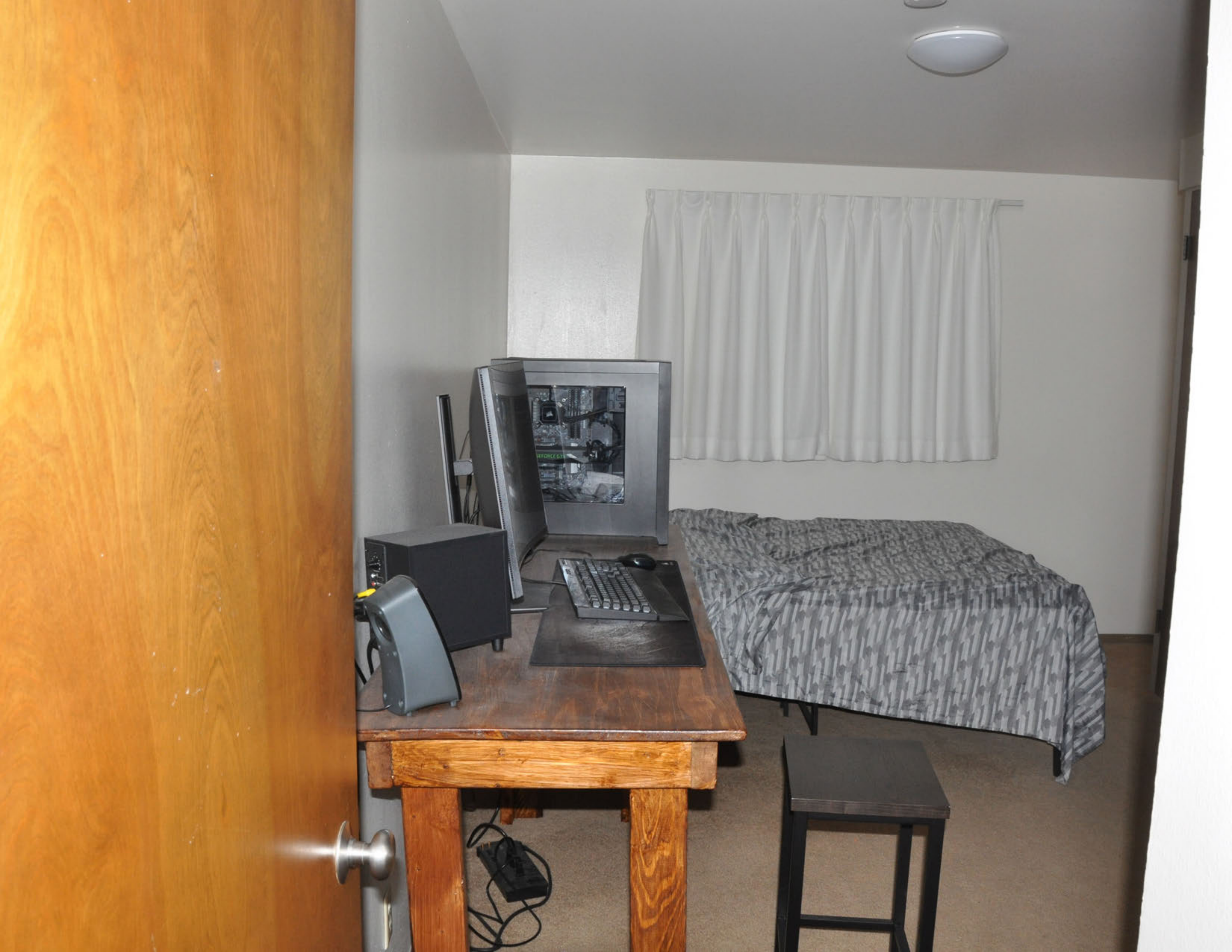

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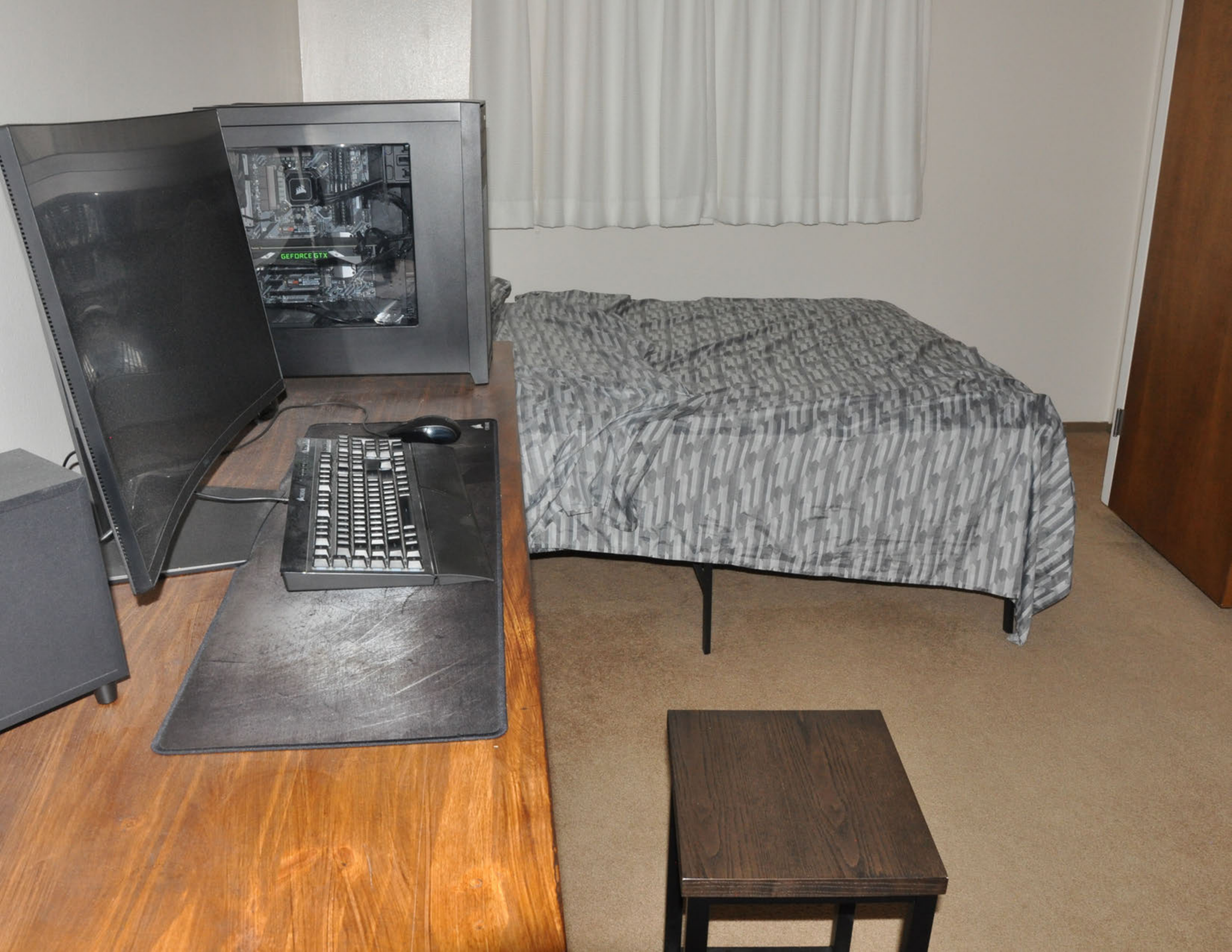
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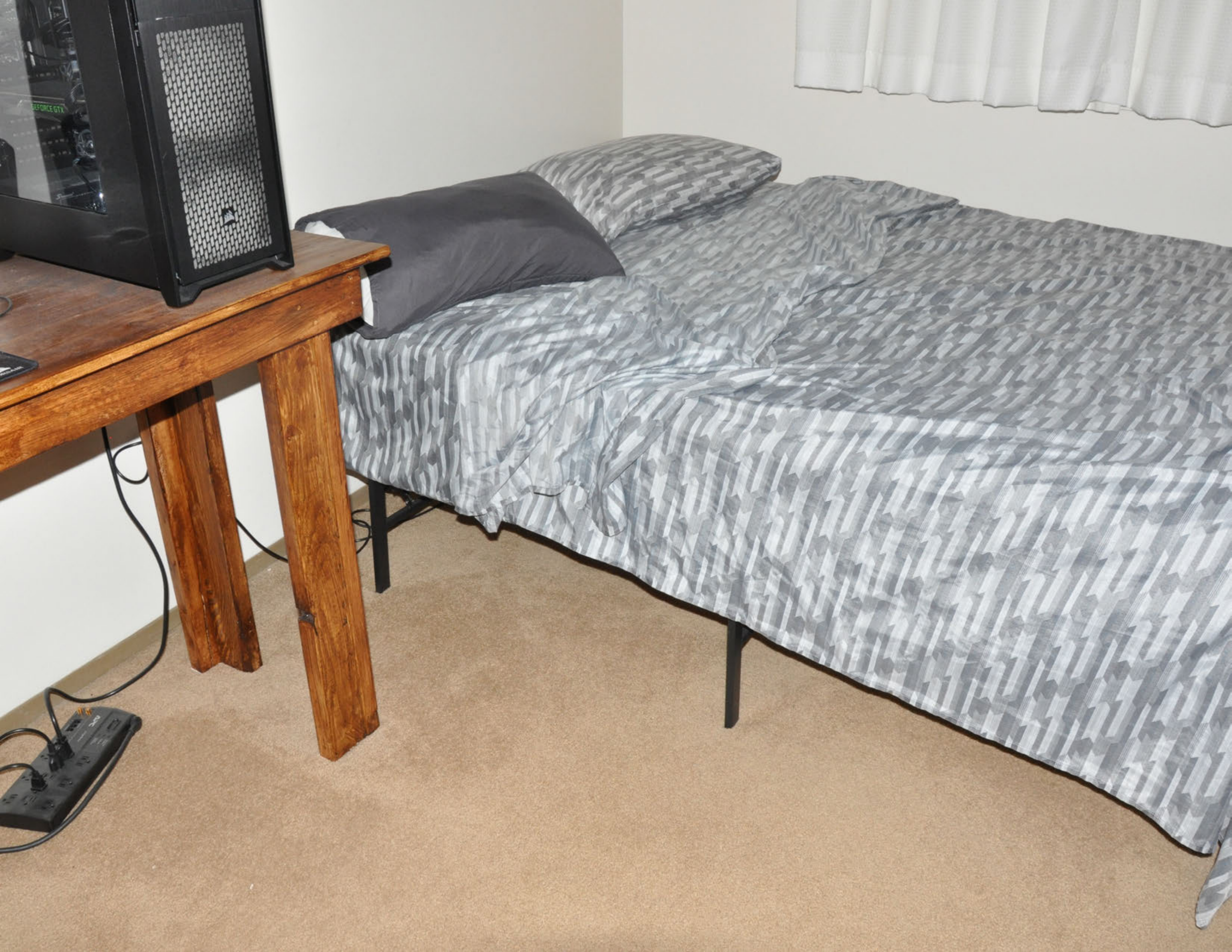
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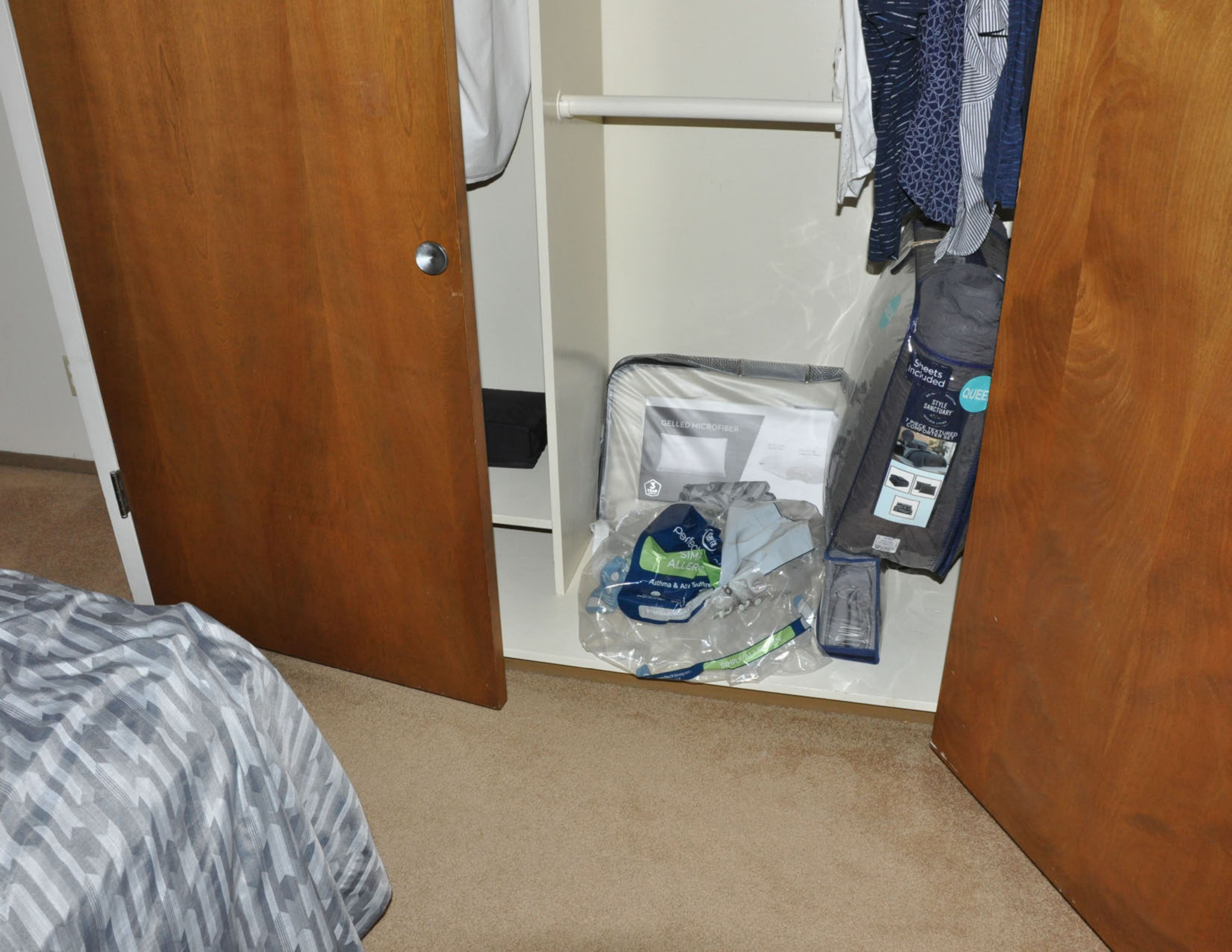
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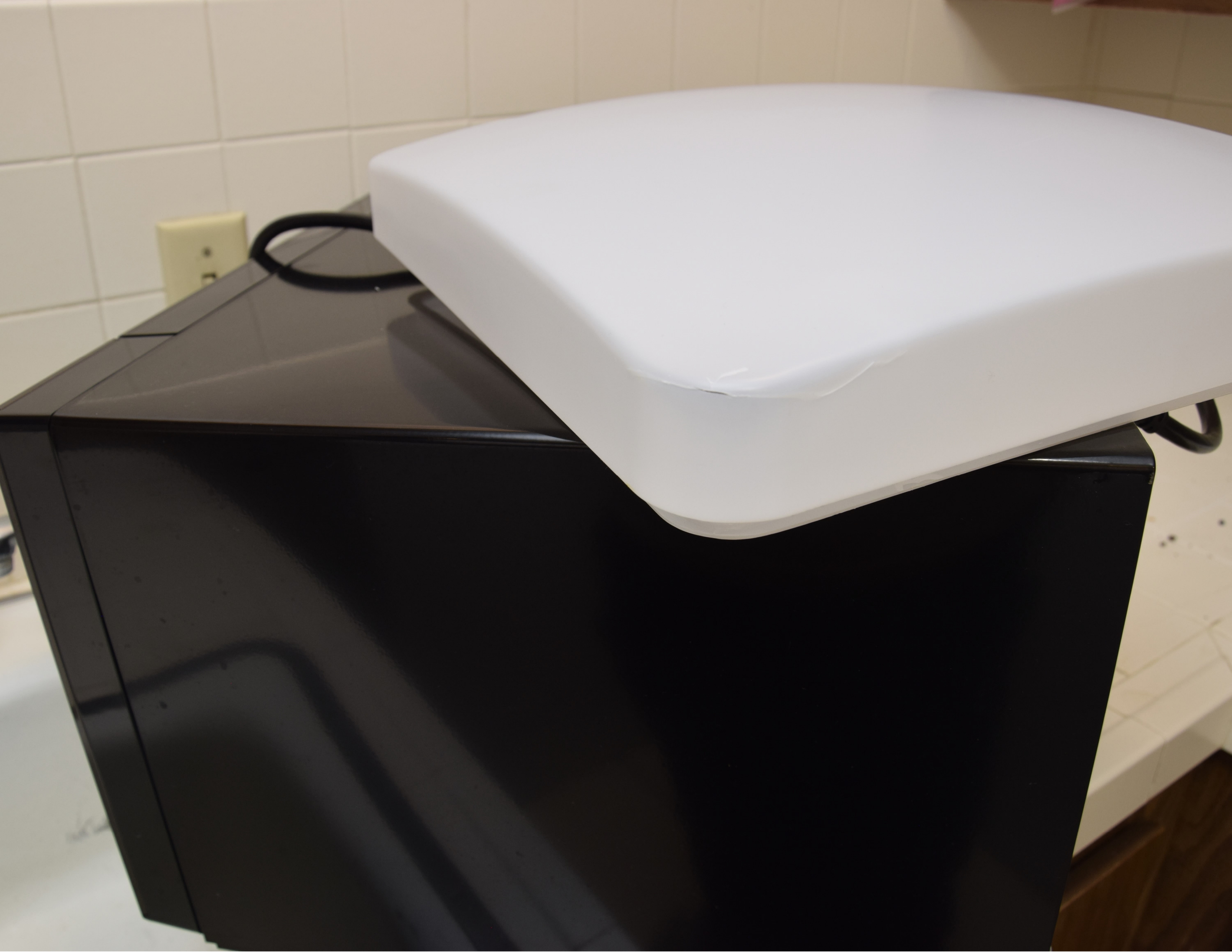

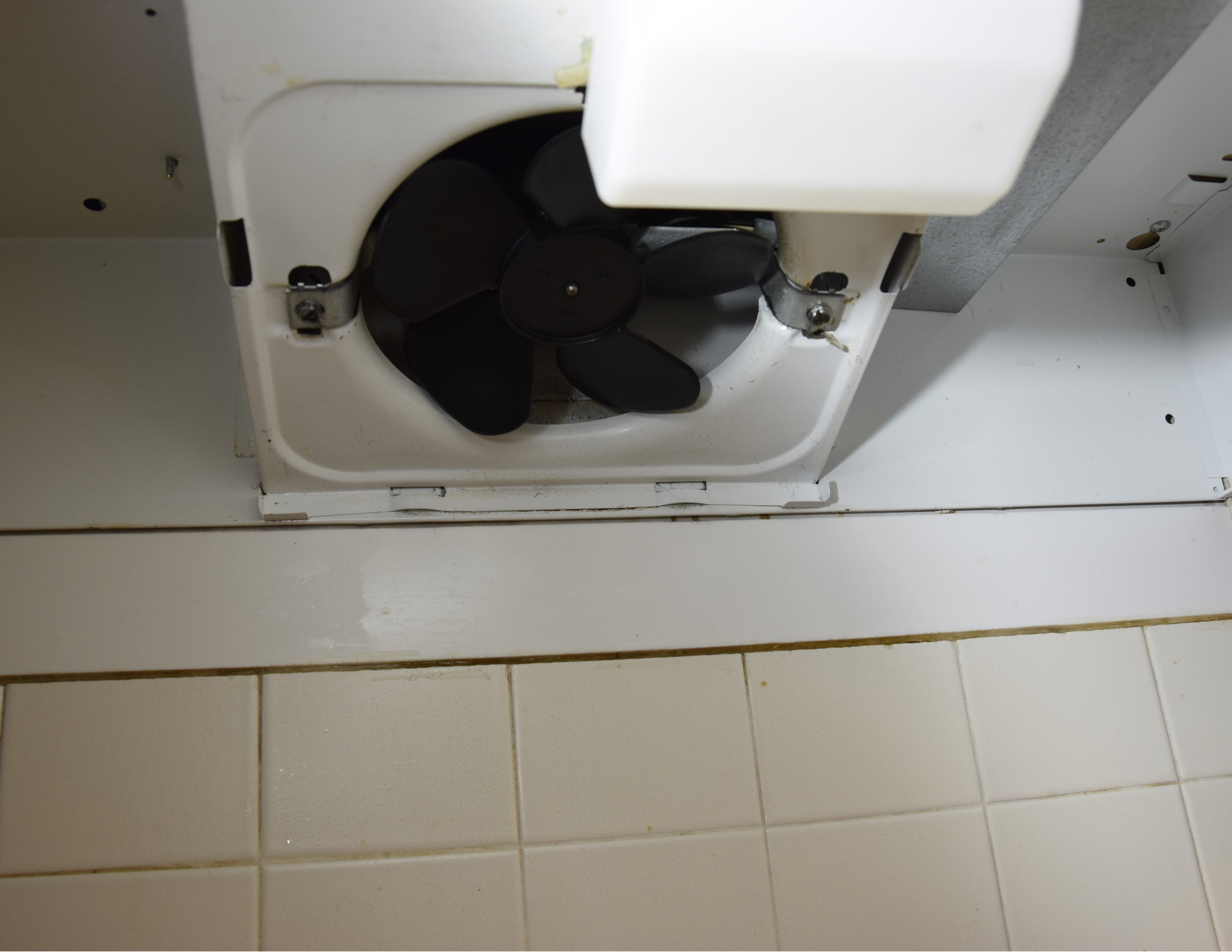

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thus serving an "important purpose in promoting the stability of a society governed by law" (Chammah, 2022, p. 63). In essence, the Supreme Court SCOTUS argued that the death penalty upholds the state's sovereignty and prevents anarchy and vigilantism ~~that may stem from the manifestation of society's retributive instinct~~. It may also be inferred that the ~~wielding of the~~ death penalty symbolizes and solidifies the control of the state over law and order, which is an end in itself.

Conversely, deontology (which view that the means, not the end, must be "good") argues that murder is intrinsically wrong, therefore state-sanctioned murder is unjustified. ~~With respect to~~ the Supreme Court ~~SCOTUS'~~ 1976 primary holding regarding the death penalty, the dissenters viewed that "the fatal constitutional infirmity in the punishment of death is that it treats members of the human race as nonhumans…" (Chammah, 2022, p. 63). Therefore, the wrongfulness of the practice negates potential "good" outcomes. In addition, LDF lawyers such as Peggy David and Anthony Amsterdam made the case, implicitly, that this concept extends to consider that arbitrariness and prejudice in determining a defendant's suitability for capital punishment are categorically unjust. Hence, if there is even a modicum of impartiality in the process of determining whether one deserves the death penalty, it is unjust.

Considering that, after 1976, Texas law still enabled much decision-making and discretion, "justified death sentences" were more of an ideal than a reality to deontologists. This is because the Supreme Court SCOTUS enabled that the "heinousness" of offenses, as well as an offender's "dangerousness," both vague terms (the latter being erroneously determined by expert witnesses), were determined without objectivity in Texas law (e.g., the American Psychiatric Association conceded that "future dangerousness" cannot be predicted). Of course, this arbitrariness has been viewed as a precipitant for racial discrimination, as Black defendants have been shown to be significantly more likely to receive a death sentence than White defendants (Chammah, 2022).

Explain the role of subjective and objective belief in the need for self-defense in this situation.
Identify 3 facts, or factual situations, that would help in analyzing the viability of this defense.

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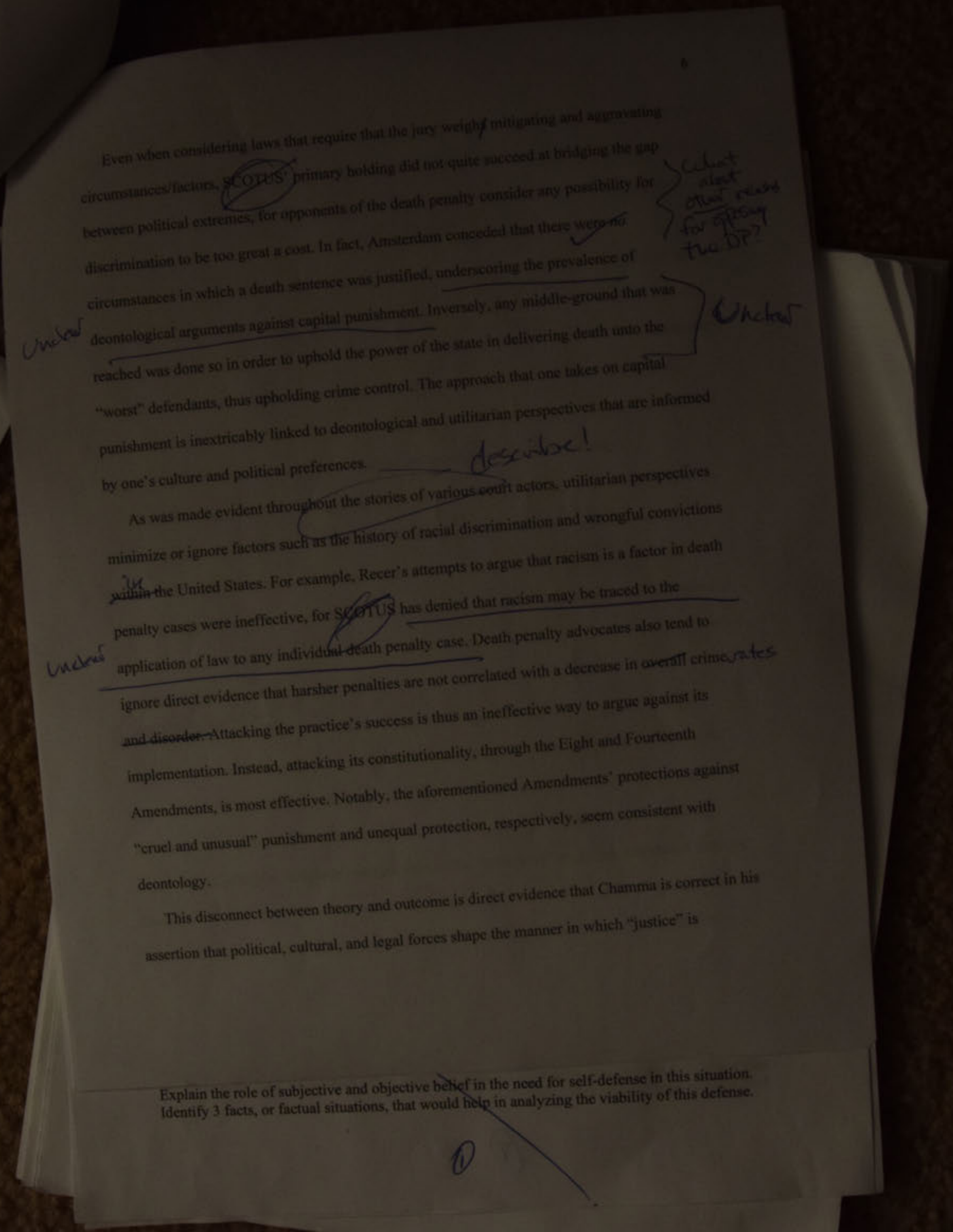

6

Even when considering laws that require that the jury weighs mitigating and aggravating circumstances/factors, ~~SCOTUS'~~ primary holding did not quite succeed at bridging the gap between political extremes, for opponents of the death penalty consider any possibility for discrimination to be too great a cost. In fact, Amsterdam conceded that there ~~were no~~ circumstances in which a death sentence was justified, underscoring the prevalence of deontological arguments against capital punishment. Inversely, any middle-ground that was reached was done so in order to uphold the power of the state in delivering death unto the "worst" defendants, thus upholding crime control. The approach that one takes on capital punishment is inextricably linked to deontological and utilitarian perspectives that are informed by one's culture and political preferences.

What about other reasons for opposing the DP?

Unclear

Unclear

describe!

As was made evident throughout the stories of various court actors, utilitarian perspectives minimize or ignore factors such as the history of racial discrimination and wrongful convictions in ~~within~~ the United States. For example, Recer's attempts to argue that racism is a factor in death penalty cases were ineffective, for ~~SCOTUS~~ has denied that racism may be traced to the application of law to any individual ~~death~~ penalty case. Death penalty advocates also tend to ignore direct evidence that harsher penalties are not correlated with a decrease in ~~overall~~ crime rates ~~and disorder.~~ Attacking the practice's success is thus an ineffective way to argue against its implementation. Instead, attacking its constitutionality, through the Eight and Fourteenth Amendments, is most effective. Notably, the aforementioned Amendments' protections against "cruel and unusual" punishment and unequal protection, respectively, seem consistent with deontology.

Unclear

This disconnect between theory and outcome is direct evidence that Chamma is correct in his assertion that political, cultural, and legal forces shape the manner in which "justice" is

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Explain the role of subjective and objective belief in the need for self-defense in this situation.
Identify 3 facts, or factual situations, that would help in analyzing the viability of this defense.

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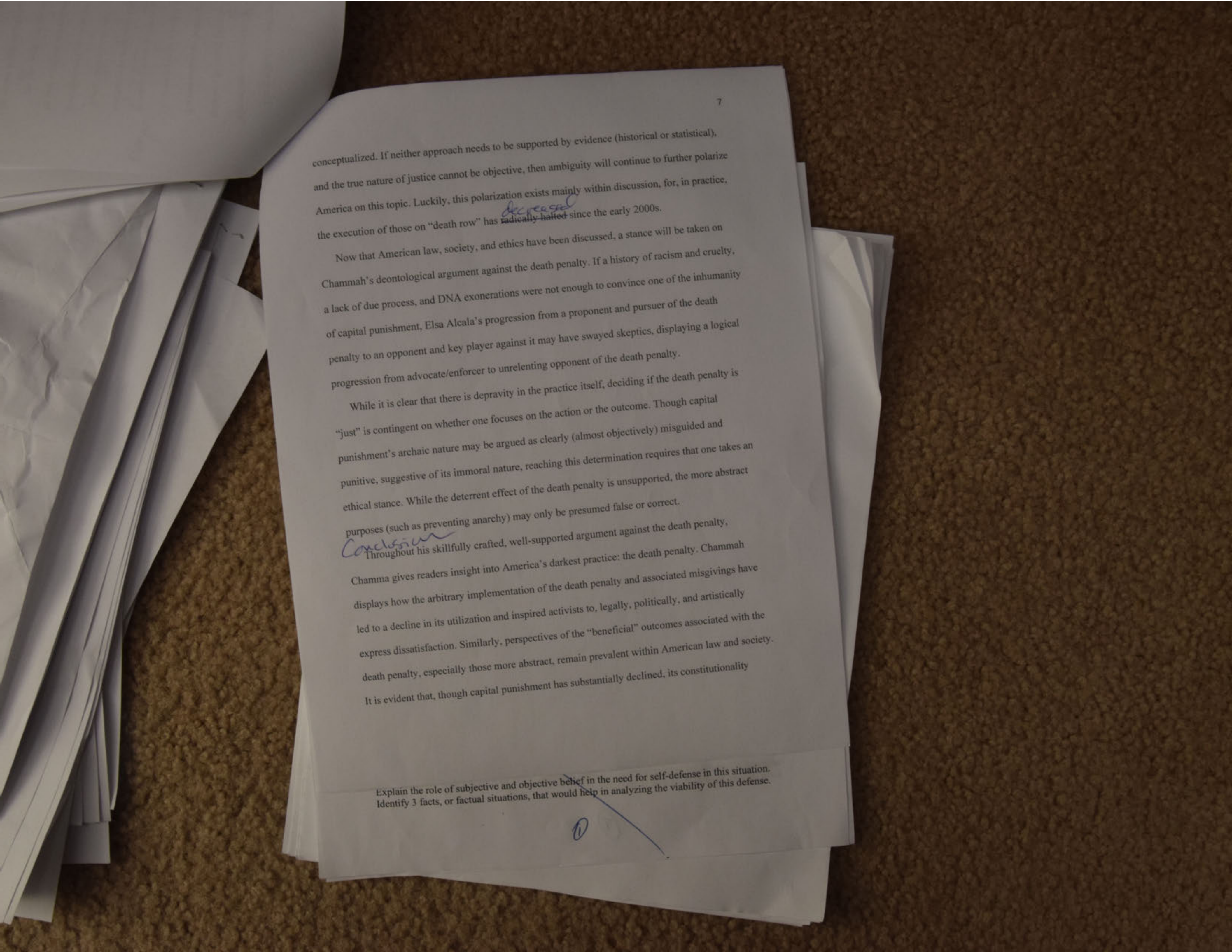

conceptualized. If neither approach needs to be supported by evidence (historical or statistical), and the true nature of justice cannot be objective, then ambiguity will continue to further polarize America on this topic. Luckily, this polarization exists mainly within discussion, for, in practice, the execution of those on "death row" has decreased ~~radically halted~~ since the early 2000s.

Now that American law, society, and ethics have been discussed, a stance will be taken on Chammah's deontological argument against the death penalty. If a history of racism and cruelty, a lack of due process, and DNA exonerations were not enough to convince one of the inhumanity of capital punishment, Elsa Alcala's progression from a proponent and pursuer of the death penalty to an opponent and key player against it may have swayed skeptics, displaying a logical progression from advocate/enforcer to unrelenting opponent of the death penalty.

While it is clear that there is depravity in the practice itself, deciding if the death penalty is "just" is contingent on whether one focuses on the action or the outcome. Though capital punishment's archaic nature may be argued as clearly (almost objectively) misguided and punitive, suggestive of its immoral nature, reaching this determination requires that one takes an ethical stance. While the deterrent effect of the death penalty is unsupported, the more abstract purposes (such as preventing anarchy) may only be presumed false or correct.

Conclusion

Throughout his skillfully crafted, well-supported argument against the death penalty, Chamma gives readers insight into America's darkest practice: the death penalty. Chammah displays how the arbitrary implementation of the death penalty and associated misgivings have led to a decline in its utilization and inspired activists to, legally, politically, and artistically express dissatisfaction. Similarly, perspectives of the "beneficial" outcomes associated with the death penalty, especially those more abstract, remain prevalent within American law and society. It is evident that, though capital punishment has substantially declined, its constitutionality

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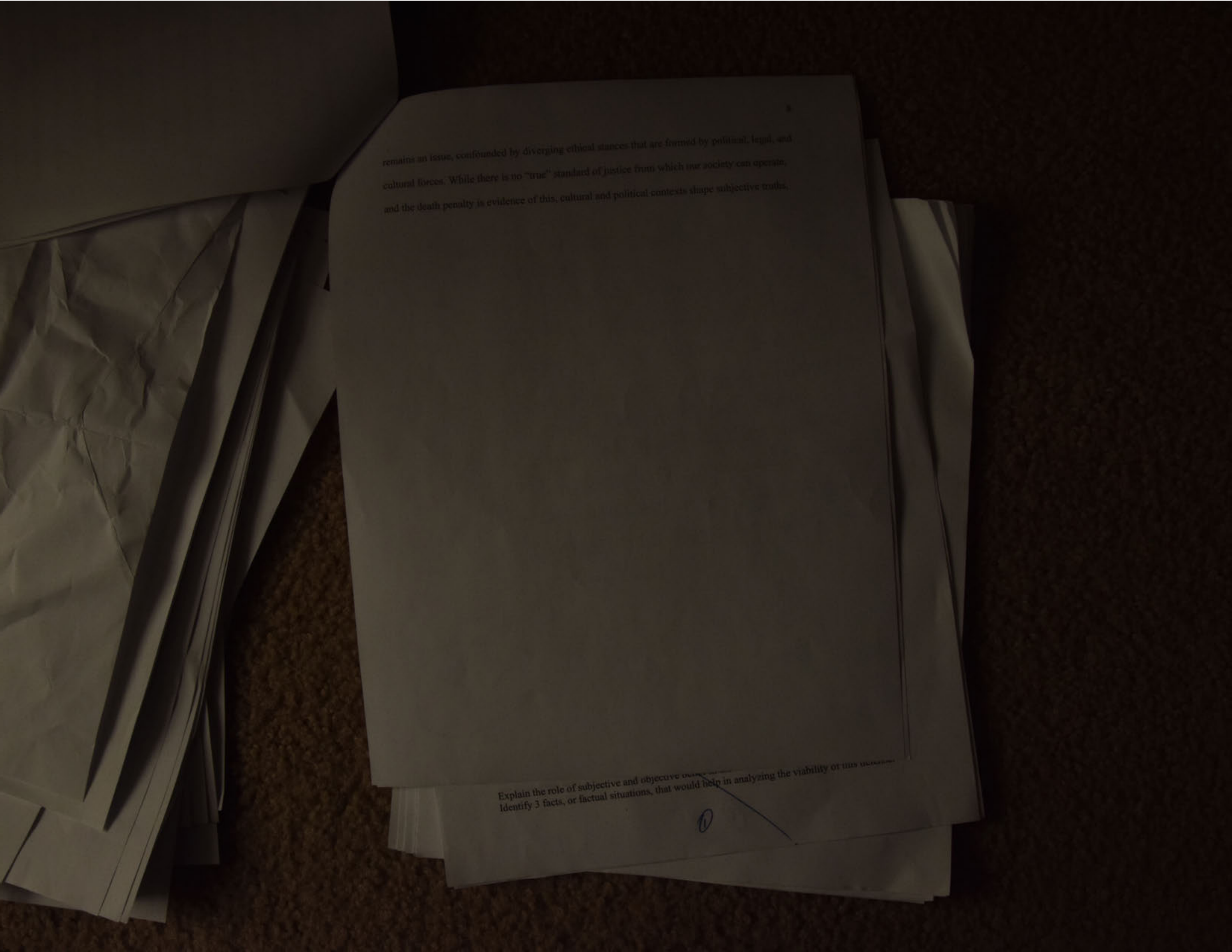

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Explain the role of subjective and objective
Identify 3 facts, or factual situations, that would help in analyzing the viability of this

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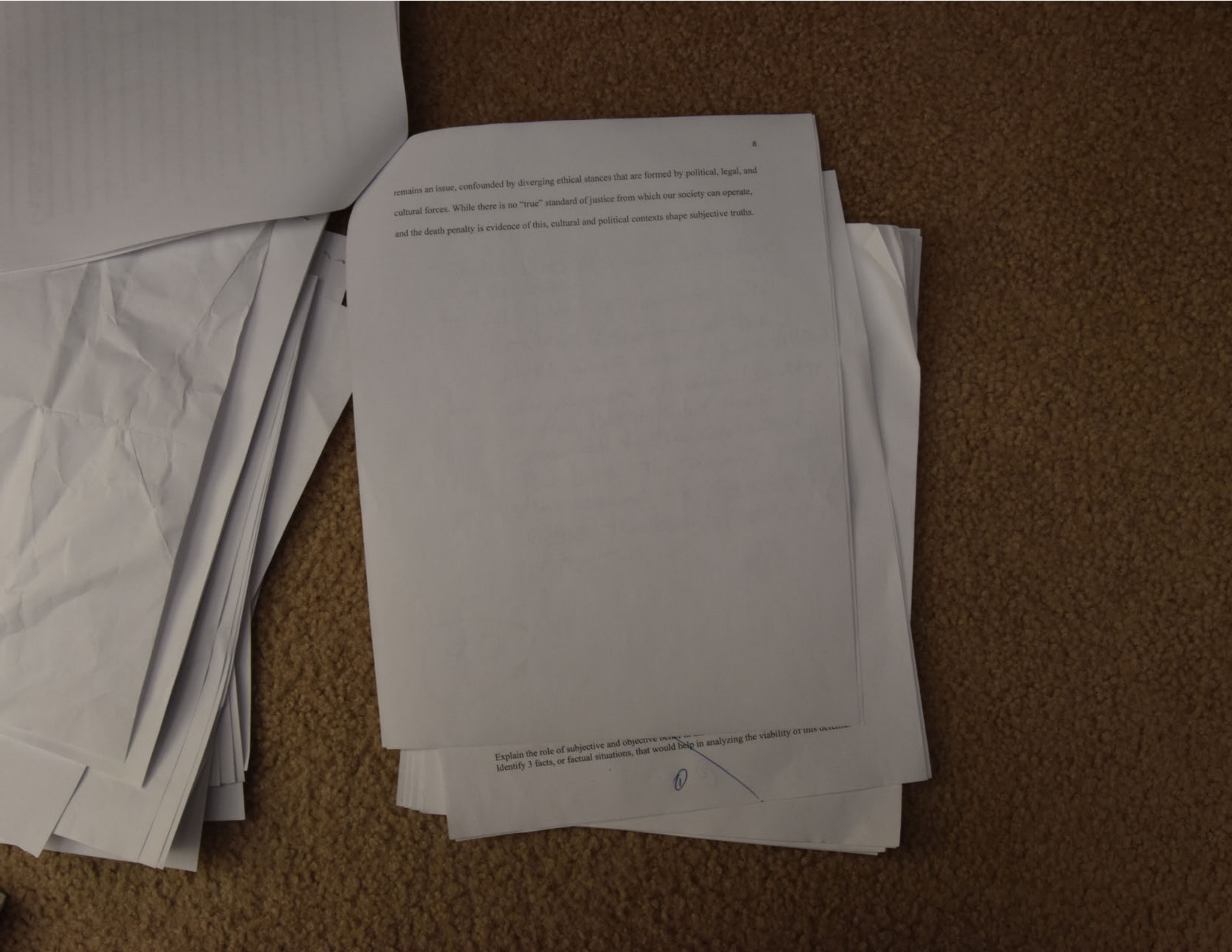

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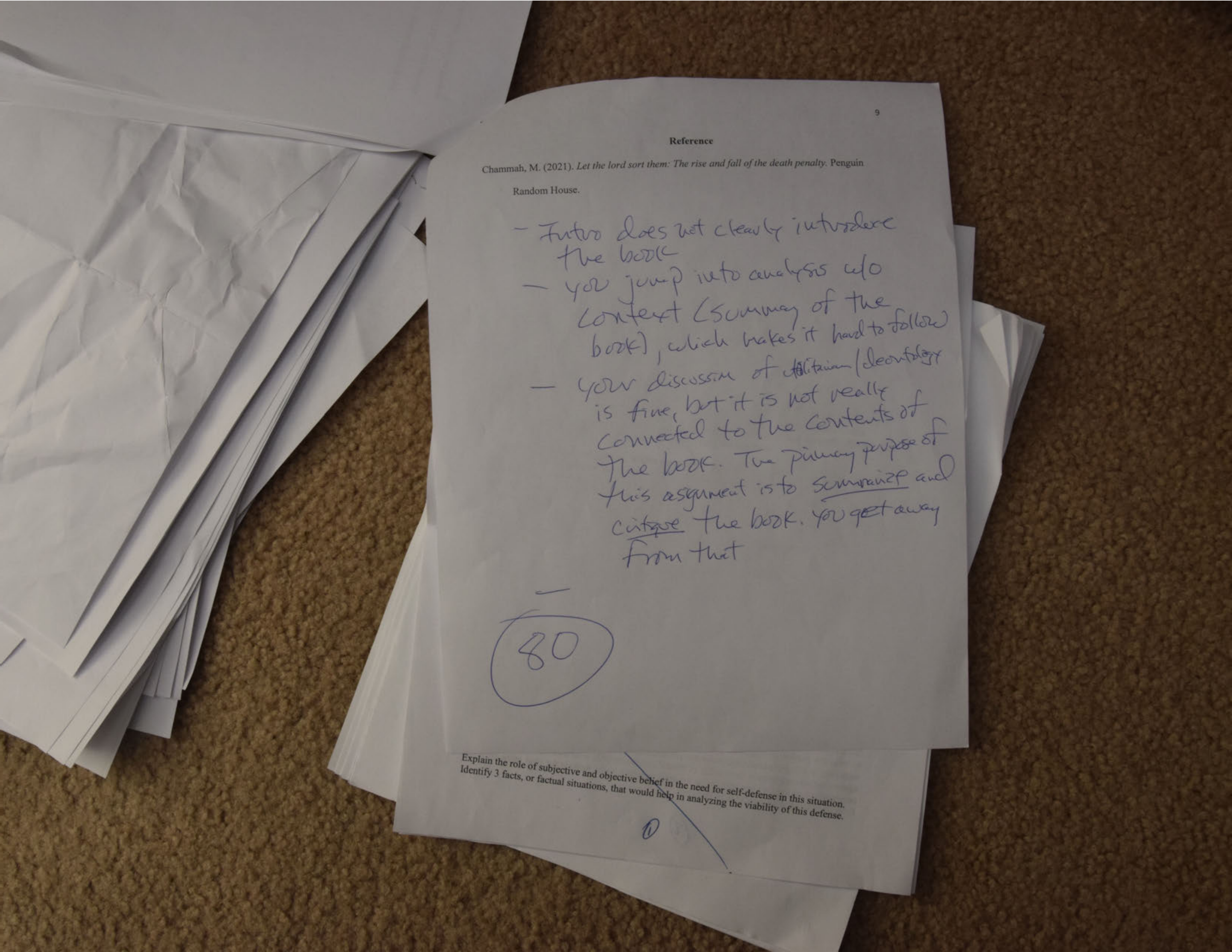

Reference

Chammah, M. (2021). *Let the lord sort them: The rise and fall of the death penalty.* Penguin Random House.

- Intro does not clearly introduce the book
- you jump into analysis w/o context (summary of the book), which makes it hard to follow
- your discussion of utilitarianism/deontology is fine, but it is not really connected to the contents of the book. The primary purpose of this assignment is to summarize and critique the book. you get away from that
-

80

Explain the role of subjective and objective belief in the need for self-defense in this situation. Identify 3 facts, or factual situations, that would help in analyzing the viability of this defense.

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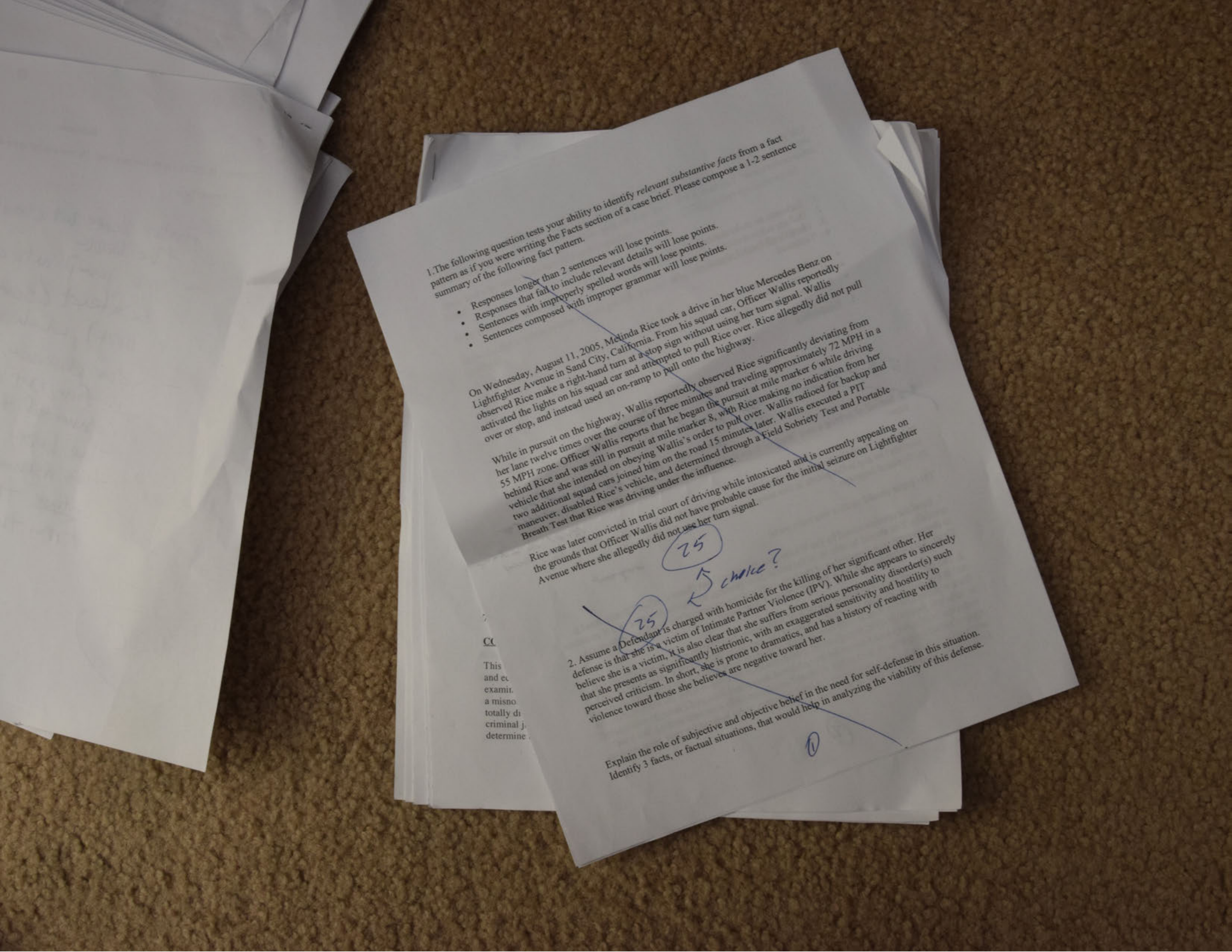


1.The following question tests your ability to identify *relevant substantive facts* from a fact pattern as if you were writing the Facts section of a case brief. Please compose a 1-2 sentence summary of the following fact pattern.

- ~~Responses longer than 2 sentences will lose points.~~
- ~~Responses that fail to include relevant details will lose points.~~
- ~~Sentences with improperly spelled words will lose points.~~
- ~~Sentences composed with improper grammar will lose points.~~

~~On Wednesday, August 11, 2005, Melinda Rice took a drive in her blue Mercedes Benz on Lightfighter Avenue in Sand City, California. From his squad car, Officer Wallis reportedly observed Rice make a right-hand turn at a stop sign without using her turn signal. Wallis activated the lights on his squad car and attempted to pull Rice over. Rice allegedly did not pull over or stop, and instead used an on-ramp to pull onto the highway.~~

~~While in pursuit on the highway, Wallis reportedly observed Rice significantly deviating from her lane twelve times over the course of three minutes and traveling approximately 72 MPH in a 55 MPH zone. Officer Wallis reports that he began the pursuit at mile marker 6 while driving behind Rice and was still in pursuit at mile marker 8, with Rice making no indication from her vehicle that she intended on obeying Wallis's order to pull over. Wallis radioed for backup and two additional squad cars joined him on the road 15 minutes later. Wallis executed a PIT maneuver, disabled Rice's vehicle, and determined through a Field Sobriety Test and Portable Breath Test that Rice was driving under the influence.~~

~~Rice was later convicted in trial court of driving while intoxicated and is currently appealing on the grounds that Officer Wallis did not have probable cause for the initial seizure on Lightfighter Avenue where she allegedly did not use her turn signal.~~

25

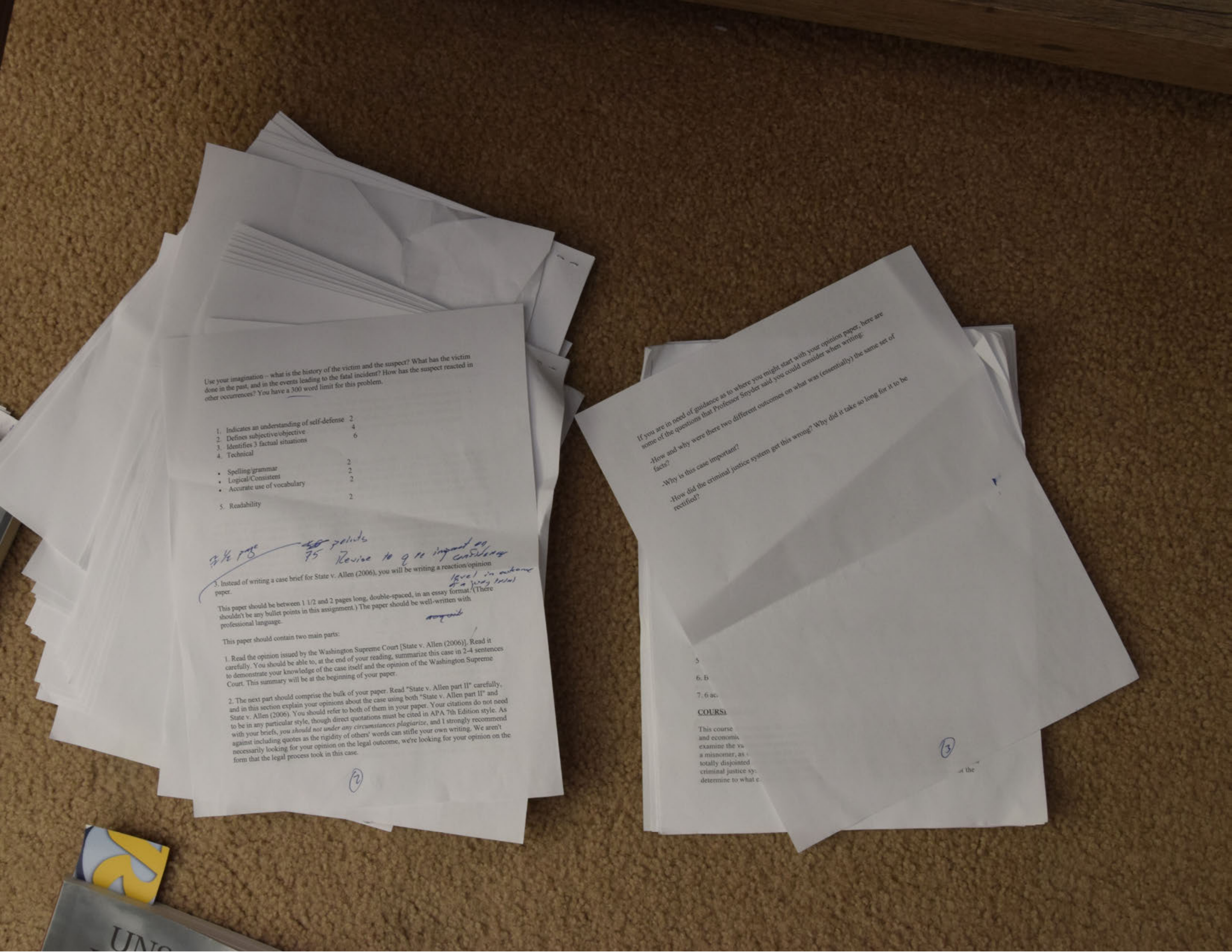
choice?

25

~~2. Assume a Defendant is charged with homicide for the killing of her significant other. Her defense is that she is a victim of Intimate Partner Violence (IPV). While she appears to sincerely believe she is a victim, it is also clear that she suffers from serious personality disorder(s) such that she presents as significantly histrionic, with an exaggerated sensitivity and hostility to perceived criticism. In short, she is prone to dramatics, and has a history of reacting with violence toward those she believes are negative toward her.~~

~~Explain the role of subjective and objective belief in the need for self-defense in this situation. Identify 3 facts, or factual situations, that would help in analyzing the viability of this defense.~~

①



Use your imagination – what is the history of the victim and the suspect? What has the victim done in the past, and in the events leading to the fatal incident? How has the suspect reacted in other occurrences? You have a 300 word limit for this problem.

1. Indicates an understanding of self-defense	2
2. Defines subjective/objective	4
3. Identifies 3 factual situations	6
4. Technical	
• Spelling/grammar	2
• Logical/Consistent	2
• Accurate use of vocabulary	2
5. Readability	2

3½ page ~~50~~ points 75 Revise to q re impact on considering level in outcome of a jury trial

3. Instead of writing a case brief for State v. Allen (2006), you will be writing a reaction/opinion paper.

This paper should be between 1 1/2 and 2 pages long, double-spaced, in an essay format. (There shouldn't be any bullet points in this assignment.) The paper should be well-written with professional language. [illegible]

This paper should contain two main parts:

1. Read the opinion issued by the Washington Supreme Court [State v. Allen (2006)]. Read it carefully. You should be able to, at the end of your reading, summarize this case in 2-4 sentences to demonstrate your knowledge of the case itself and the opinion of the Washington Supreme Court. This summary will be at the beginning of your paper.

2. The next part should comprise the bulk of your paper. Read "State v. Allen part II" carefully, and in this section explain your opinions about the case using both "State v. Allen part II" and State v. Allen (2006). You should refer to both of them in your paper. Your citations do not need to be in any particular style, though direct quotations must be cited in APA 7th Edition style. As with your briefs, *you should not under any circumstances plagiarize*, and I strongly recommend against including quotes as the rigidity of others' words can stifle your own writing. We aren't necessarily looking for your opinion on the legal outcome, we're looking for your opinion on the form that the legal process took in this case.

②

If you are in need of guidance as to where you might start with your opinion paper, here are some of the questions that Professor Snyder said you could consider when writing:

-How and why were there two different outcomes on what was (essentially) the same set of facts?

-Why is this case important?

-How did the criminal justice system get this wrong? Why did it take so long for it to be rectified?

③

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6. B

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COURS

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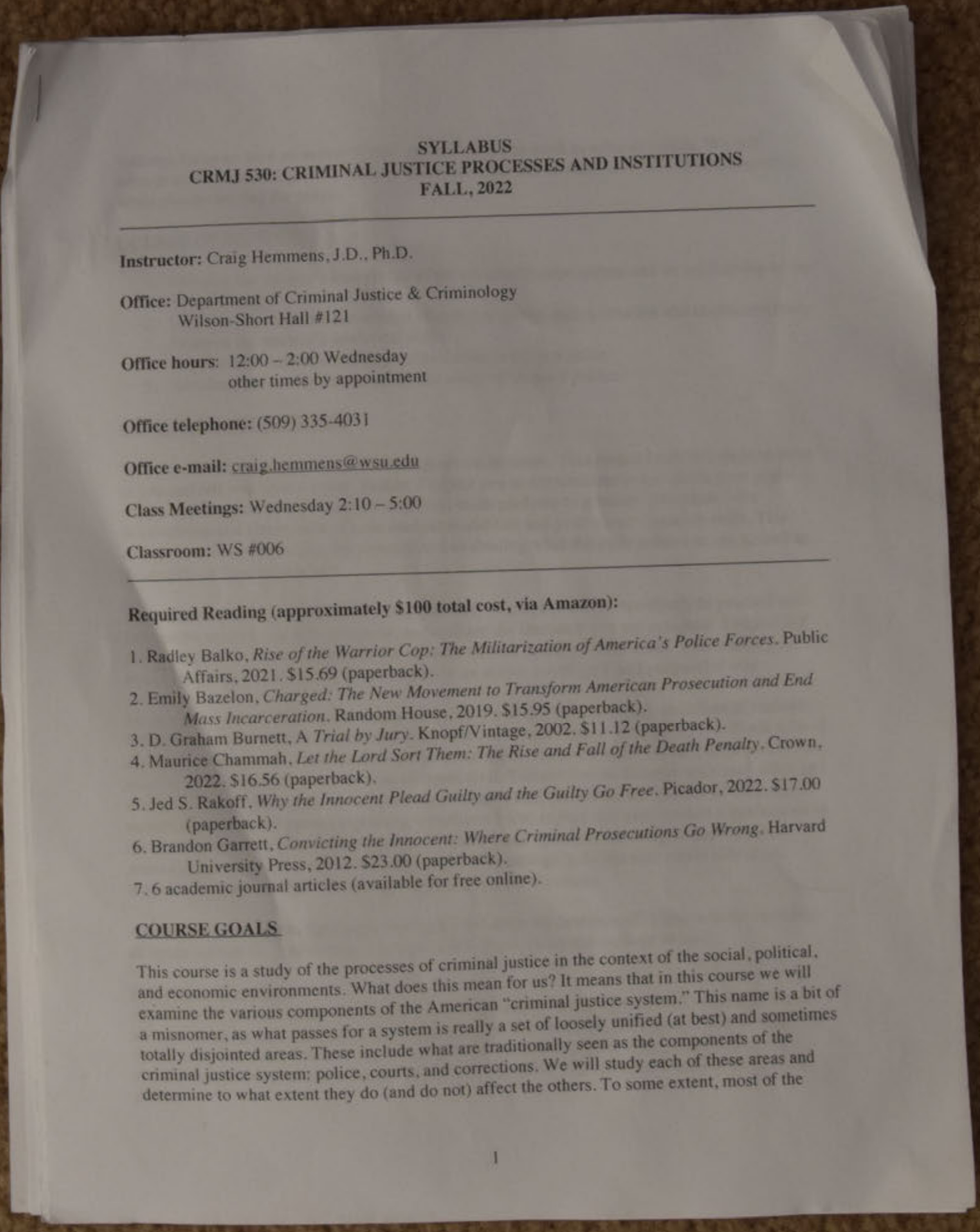


SYLLABUS
CRMJ 530: CRIMINAL JUSTICE PROCESSES AND INSTITUTIONS
FALL, 2022

Instructor: Craig Hemmens, J.D., Ph.D.

Office: Department of Criminal Justice & Criminology
Wilson-Short Hall #121

Office hours: 12:00 – 2:00 Wednesday
other times by appointment

Office telephone: (509) 335-4031

Office e-mail: craig.hemmens@wsu.edu

Class Meetings: Wednesday 2:10 – 5:00

Classroom: WS #006

Required Reading (approximately $100 total cost, via Amazon):

1. Radley Balko, *Rise of the Warrior Cop: The Militarization of America's Police Forces*. Public Affairs, 2021. $15.69 (paperback).
2. Emily Bazelon, *Charged: The New Movement to Transform American Prosecution and End Mass Incarceration*. Random House, 2019. $15.95 (paperback).
3. D. Graham Burnett, A *Trial by Jury*. Knopf/Vintage, 2002. $11.12 (paperback).
4. Maurice Chammah, *Let the Lord Sort Them: The Rise and Fall of the Death Penalty*. Crown, 2022. $16.56 (paperback).
5. Jed S. Rakoff, *Why the Innocent Plead Guilty and the Guilty Go Free*. Picador, 2022. $17.00 (paperback).
6. Brandon Garrett, *Convicting the Innocent: Where Criminal Prosecutions Go Wrong*. Harvard University Press, 2012. $23.00 (paperback).
7. 6 academic journal articles (available for free online).

COURSE GOALS

This course is a study of the processes of criminal justice in the context of the social, political, and economic environments. What does this mean for us? It means that in this course we will examine the various components of the American "criminal justice system." This name is a bit of a misnomer, as what passes for a system is really a set of loosely unified (at best) and sometimes totally disjointed areas. These include what are traditionally seen as the components of the criminal justice system: police, courts, and corrections. We will study each of these areas and determine to what extent they do (and do not) affect the others. To some extent, most of the readings focus on how an aspect of the "system" failed to work to achieve justice. We will attempt to determine why these failures occur and what can be done to reduce or eliminate them while also protecting the public.

COURSE OBJECTIVES

1. Enhance the student's knowledge of the criminal justice system and its relationship to the wider society.
2. Enhance the student's knowledge of criminal justice policy creation and implementation.
3. Improve the student's analytical skills.
4. Improve the student's oral and written communication skills.
5. Introduce the student to the academic study of criminal justice.

COURSE REQUIREMENTS

This course will be taught as a traditional graduate seminar. This means I will not stand in front of you and tell you what I know. Rather, I expect you to demonstrate to me and to your peers *what you know*, and to take the next step from undergraduate to graduate education—the development and refinement of your analytical abilities and your communication skills. This means we will be discussing the material and evaluating what the authors have to say as well as the quality of their argument.

As graduate students, you all have a responsibility to me, but more importantly to yourself and your peers, to read, analyze, integrate, and critique the literature you are assigned. I expect full participation from each member of the seminar at each meeting of the class. This means you need to show up and be ready to participate in an active, intelligent, and purposeful way.

I welcome any questions students may have, and I will not hesitate to ask questions of students. This subject lends itself to debate and discussion, so I hope there will be plenty. I will ask a lot of questions, so you must come to class prepared to speak. As discussion will be a large part of the class, I ask that class discussion be at all times civil. You are free to disagree with each other and with me, but you should do so in a courteous manner that focuses on the content of the subject matter rather than the person espousing a position. I also expect that your spoken contributions to the discussion be on point and supported by facts. Your opinions and insights are welcome, *provided you can support them by reference to the readings*. I do not care which side of an argument you are on, but I do care how you make your argument.

All that said, let's cut to the chase: how will your grade be determined? There will be a number of opportunities for you to receive points in this class. These are outlined below:

Discussion Questions

Students will prepare three discussion questions related to the assigned (book) readings. These are due to me no later than noon on Wednesday (before class, so I have time to process them for use in class that day). Please bring a copy of your questions to class with you as well. Each weekly discussion question assignment is worth a possible 10 points, for a total of 60 possible points.

Advice about composing questions:

- Avoid yes/no questions unless they have a strong "why" or "how" component.
- Avoid purely factual questions with short answers. Stress questions that require thinking and/or interpretation.
- You might quote a significant sentence from the reading and ask a question about it.
- Ask questions that ask for comparison between the subject of the reading and other things we've been studying.
- Ask questions that call for evidence, either from the reading or from elsewhere in the course.

Class Participation

Each student is expected to participate in the class discussion in a meaningful way. Your opinions and insights are welcome, provided you can support them by reference to the readings and/or other academic source material. Participation points will be awarded each week there is a book assigned to be read, on a 10-point scale, for a total of 60 possible points.

Examples of possible grades include the following:

+10 points = Multiple, non-repetitive comments or questions that demonstrate thoughtful preparation and attention to readings. Shows creativity and critical thinking that advances to class discussion.

+5 points = Paid attention and politely listened to others but did not engage in the discussion more than once or twice.

+1 point = Unprepared when called upon or inattentive. Did not answer any questions raised by instructor to the group or participate in any substantive manner.

+0 points = Absent without notice/justification, inappropriate or disruptive behavior.

Article Reviews

Every other week (the weeks when a book is not being discussed) students are responsible for finding and reading a peer-reviewed journal article about a particular topic (listed in the syllabus) and preparing a summary/analysis of that article to share with the class during class discussion. Students should bring a copy of their summary and the article to class, to be handed in at the beginning of class. The summary and discussion is worth 10 points per week, for a total of 60 points.

Reaction Papers

A reaction paper is a student's critical analysis of one of the assigned books. The purpose of the reaction paper is to encourage the student to think critically about what they have read. These papers will also provide you with practice organizing and presenting your thoughts in a concise, coherent fashion. Your paper should be no longer than five pages (typed, double-spaced, using APA style). Do not merely summarize what you have read—go beyond that and provide analysis. Show me what you have learned during the week! This paper may be informed by additional reading on the subject the student does on his/her own. Papers will be graded based on content, analysis, style, and presentation. You are required to submit 3 reaction papers. You may choose any three of the six assigned books to complete this assignment. Papers are due at the beginning of the class period in which the book is discussed. Each paper is worth 100 possible points, for a total of 300 possible points.

Article Review Paper

Each student will select an article written by a faculty member in the Department of Criminal Justice and Criminology and write a review. You must also obtain approval of your article selection from me. Each student must select a different article. An article review paper is a student's summary and analysis of a journal article. The purpose of this assignment is to expose you to academic journal articles, and to show you want the WSU faculty are doing when they are not preparing for class or grading your papers. As with the reaction papers, you are expected to go beyond mere description and provide an analysis of the article. Your paper should be no longer than five pages (typed, double-spaced, using APA style). This paper is worth 100 points.

[redacted]

Book Review Paper

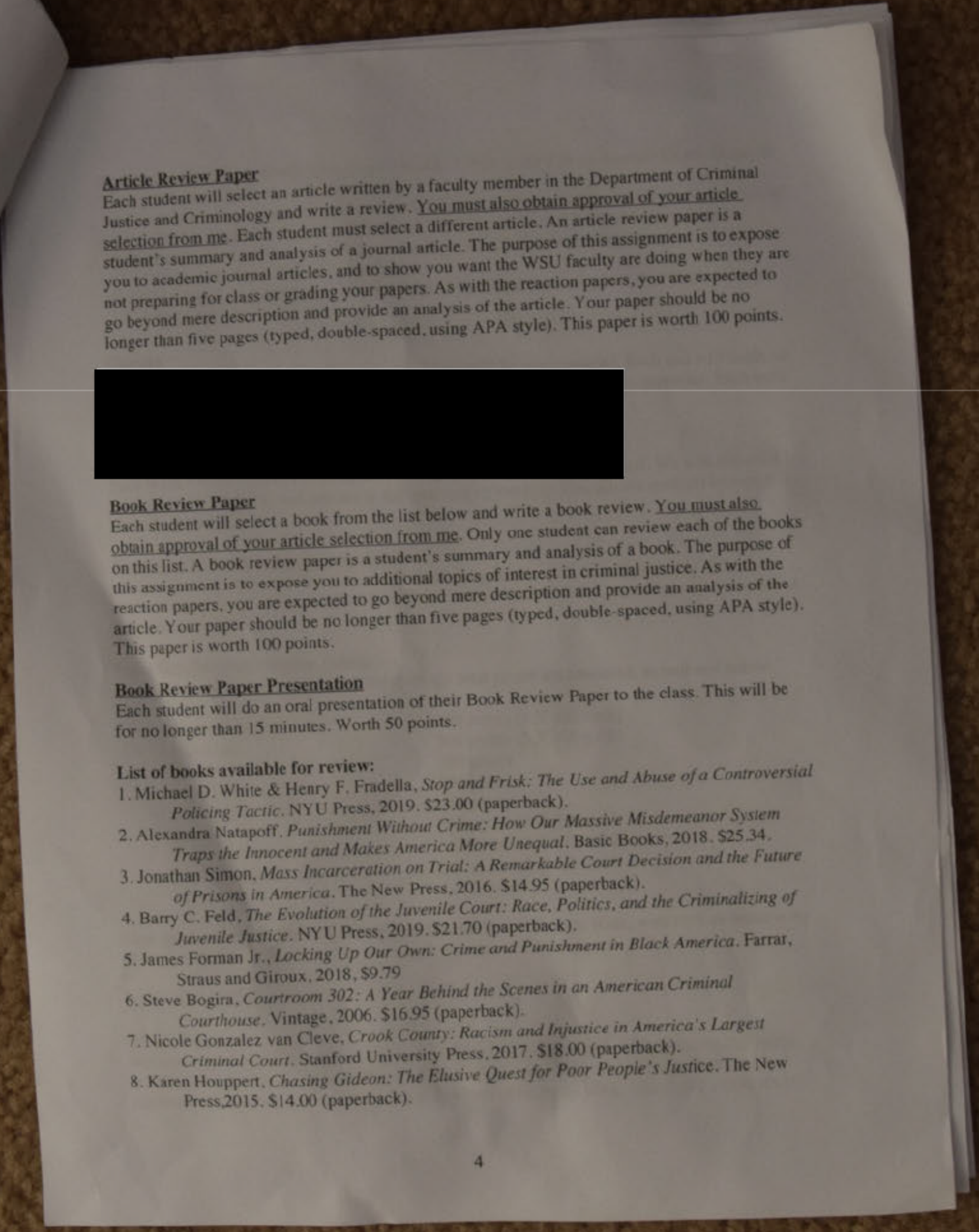
Each student will select a book from the list below and write a book review. You must also obtain approval of your article selection from me. Only one student can review each of the books on this list. A book review paper is a student's summary and analysis of a book. The purpose of this assignment is to expose you to additional topics of interest in criminal justice. As with the reaction papers, you are expected to go beyond mere description and provide an analysis of the article. Your paper should be no longer than five pages (typed, double-spaced, using APA style). This paper is worth 100 points.

Book Review Paper Presentation

Each student will do an oral presentation of their Book Review Paper to the class. This will be for no longer than 15 minutes. Worth 50 points.

List of books available for review:

1. Michael D. White & Henry F. Fradella, *Stop and Frisk: The Use and Abuse of a Controversial Policing Tactic*. NYU Press, 2019. $23.00 (paperback).
2. Alexandra Natapoff, *Punishment Without Crime: How Our Massive Misdemeanor System Traps the Innocent and Makes America More Unequal*. Basic Books, 2018. $25.34.
3. Jonathan Simon, *Mass Incarceration on Trial: A Remarkable Court Decision and the Future of Prisons in America*. The New Press, 2016. $14.95 (paperback).
4. Barry C. Feld, *The Evolution of the Juvenile Court: Race, Politics, and the Criminalizing of Juvenile Justice*. NYU Press, 2019. $21.70 (paperback).
5. James Forman Jr., *Locking Up Our Own: Crime and Punishment in Black America*. Farrar, Straus and Giroux, 2018. $9.79
6. Steve Bogira, *Courtroom 302: A Year Behind the Scenes in an American Criminal Courthouse*. Vintage, 2006. $16.95 (paperback).
7. Nicole Gonzalez van Cleve, *Crook County: Racism and Injustice in America's Largest Criminal Court*. Stanford University Press, 2017. $18.00 (paperback).
8. Karen Houppert, *Chasing Gideon: The Elusive Quest for Poor People's Justice*. The New Press 2015. $14.00 (paperback).



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9. Edward Humes, *No Matter How Loud I Shout: A Year in the Life of Juvenile Court.* Simon & Schuster, 2015. $18.99 (paperback).
10. Issa Kohler-Hausmann. *Misdemeanorland: Criminal Courts and Social Control in an Age of Broken Windows Policing.* Princeton University Press, 2019. $22.95 (paperback).
11. Rachel Barkow. *Prisoner of Politics: Breaking the Cycle of Mass* Incarceration. Harvard University Press. $19.35 (paperback).
12. Carissa Hessick, *Punishment Without Trial: Why Plea Bargaining Is A Bad Deal.* Abrams, 2021. $13.49.

Quizzes

There will be 5 quizzes during the semester. These will be unannounced. Each one will focus on the assigned reading. Students will write, in class, an answer to one or two questions. Each quiz is worth 100 possible points, for a total of 500 possible points.

Class Structure

Each week we will discuss an assigned reading. There are 6 books assigned. We will discuss a book every other week, and articles in the intervening week(s). This allows students two weeks to read each book.

Extra Credit and Late Assignments

There are no opportunities for extra credit. Late assignments will be accepted only if the instructor deems the lateness is justified. Points may be deducted for late assignments (assuming they are accepted).

Final Grade/Total Possible Points

The final grade in the class will be based on the total points accumulated, as outlined below:

Reaction papers:	300 points (3 X 100 each)
5 Quizzes:	500 points (5 X 100 each)
Faculty article review paper	100 points
Book review paper	100 points
Book review article presentation	50 points
Article reviews	60 points (6 X 10 each)
Discussion questions:	60 points (6 X 10 each)
Class participation:	60 points (6 X 10 each)
Total:	1230 points

Final grades for the class will be based on the standard 100-point scale, with 90% or better = A; 80-89% = B, 70-19% = C, and so on. + and – grades will be assigned.

WSU POLICIES

Covid 19 policy:

Students are expected to abide by all current COVID-19 related university policies and public health directives. These directives may be adjusted to respond to the evolving COVID-19 pandemic. Directives may include, but are not limited to, compliance with WSU's COVID-19

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Students with Disabilities:

The Graduate School is committed to providing equal opportunity in its services, programs, and employment for individuals with disabilities. Reasonable accommodations are available for students with a documented disability. Students are responsible for initiating requests for reasonable accommodations and services that they need.

Accommodation for Religious Observances or Activities:

Washington State University reasonably accommodates absences allowing for students to take holidays for reasons of faith or conscience or organized activities conducted under the auspices of a religious denomination, church, or religious organization. Reasonable accommodation requires the student to coordinate with the instructor on scheduling examinations or other activities necessary for course completion. Students requesting accommodation must provide written notification within the first two weeks of the beginning of the course and include specific dates for absences. Approved accommodations for absences will not adversely impact student grades. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who feel they have been treated unfairly in terms of this accommodation may refer to Academic Regulation 104 – Academic Complaint Procedures.

Statement on Discrimination and Harassment:

Discrimination, including discriminatory harassment, sexual harassment, and sexual misconduct (including stalking, intimate partner violence, and sexual violence) is prohibited at WSU (See WSU Policy Prohibiting Discrimination and Harassment (Executive Policy 15) and WSU Standards of Conduct for Students). If you feel you have experienced or have witnessed discriminatory conduct, you can contact the WSU Office of Compliance and Civil Rights (CCR) and/or the WSU Title IX Coordinator at 509-335-8288 to discuss resources, including confidential resources, and reporting options. (Visit https://ccr.wsu.edu/ for more information). Most WSU employees, including faculty, who have information regarding sexual harassment or sexual misconduct are required to report the information to CCR or a designated Title IX Coordinator or Liaison. Visit https://ccr.wsu.edu/file-a-complaint/ for more information.

Academic Integrity:

Students and faculty share in the responsibility of upholding and protecting academic honesty standards within the University. At Washington State University, all cases of academic dishonesty or academic misconduct, including cases of plagiarism, will be handled according to the process in WAC 504-26-415. Through the academic integrity violation process (see https://handbook.wsu.edu/academic-integrityprocess/), the reported student will receive notice of the concerning information and will be given an opportunity to respond. The Standards of Conduct for Students covers cheating, plagiarism, or other forms of academic dishonesty including but not limited to the following:

- unauthorized collaboration on assignments;
- facilitation of dishonesty including not challenging academic integrity violations by others;
- obtaining unauthorized knowledge of course assignments or exam materials;
- unauthorized multiple submissions of the same work for different course assignments;
- sabotage of another student's work;
- knowingly furnishing false information to any University official, faculty, or staff;
- forgery, alteration, or misuse of any University document, record, or form of personal identification.

For a complete definition of academic dishonesty, see WAC 504-26-415 (https://apps.leg.wa.gov/WAC/default.aspx?cite=504-26-010).
Given the accessibility of electronic information, further discussion of commonly observed examples of plagiarism is warranted. Examples may include:

- copying material (e.g., copy and paste) from any source without proper citation;
- copying homework solutions from online sources such as CHEGG, Bartleby, StackExchange, and solutions manuals; or
- using an essay for hire service or copying material from another student

If a graduate student becomes aware of any incidents of academic dishonesty, the graduate student should report the incident to the appropriate faculty member. The faculty member is then responsible for contacting the reported student and for notifying the Center for Community Standards. Sanctions imposed by the faculty member may include failure of the assignment, test, or entire course. Sanctions may also lead to loss of one's assistantship (see Chapter 9.G) and/or dismissal from the graduate program. The Center for Community Standards will assign additional educational outcomes to a student found responsible for an academic integrity violation. For more information about possible outcomes from the community standards process, please visit https://handbook.wsu.edu/violations-and-possible-sanctions/. If a student is uncomfortable reporting another student to a faculty member, other resources include the ombudsman, the Graduate School, and the Center for Community Standards.

CLASS SCHEDULE

CLASS	**TOPIC**	**ASSIGNMENT**
August 24	Scholarly Inquiry & the Seminar	none
August 31	Policing	Policing article
September 7	Policing	Balko
September 14	Courts & Law	Courts/Law article
September 21	Prosecutors	Bazelon

September 28	Juvenile Justice	Juvenile Justice article
October 5	Trials & Juries	Burnett
October 12	Corrections *Faculty Article Review Paper Due	Corrections article
October 19	Death Penalty	Chammah
October 26	Community Corrections	Community Corrections article
November 2	Criminal Justice Policy	Rakoff
November 9	Criminal Justice Policy	Criminal Justice policy article
November 16	Criminal Justice Policy	Garrett
November 23	Thanksgiving holiday—no classes held	
November 30	Class Presentations on Book Reviews *Book Review Paper Due	
December 7	Class Presentations on Book Reviews	

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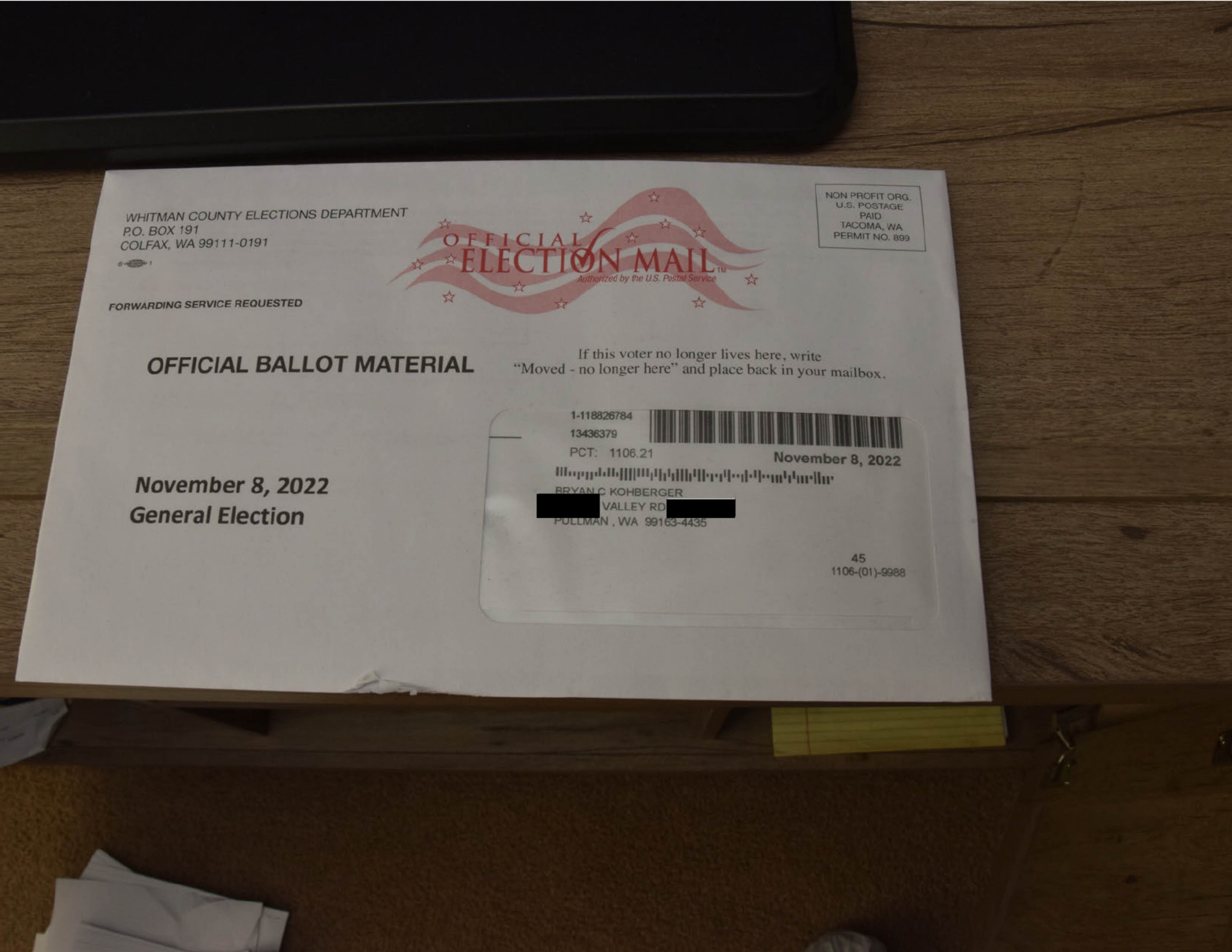

WHITMAN COUNTY ELECTIONS DEPARTMENT
P.O. BOX 191
COLFAX, WA 99111-0191

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If this voter no longer lives here, write
"Moved - no longer here" and place back in your mailbox.

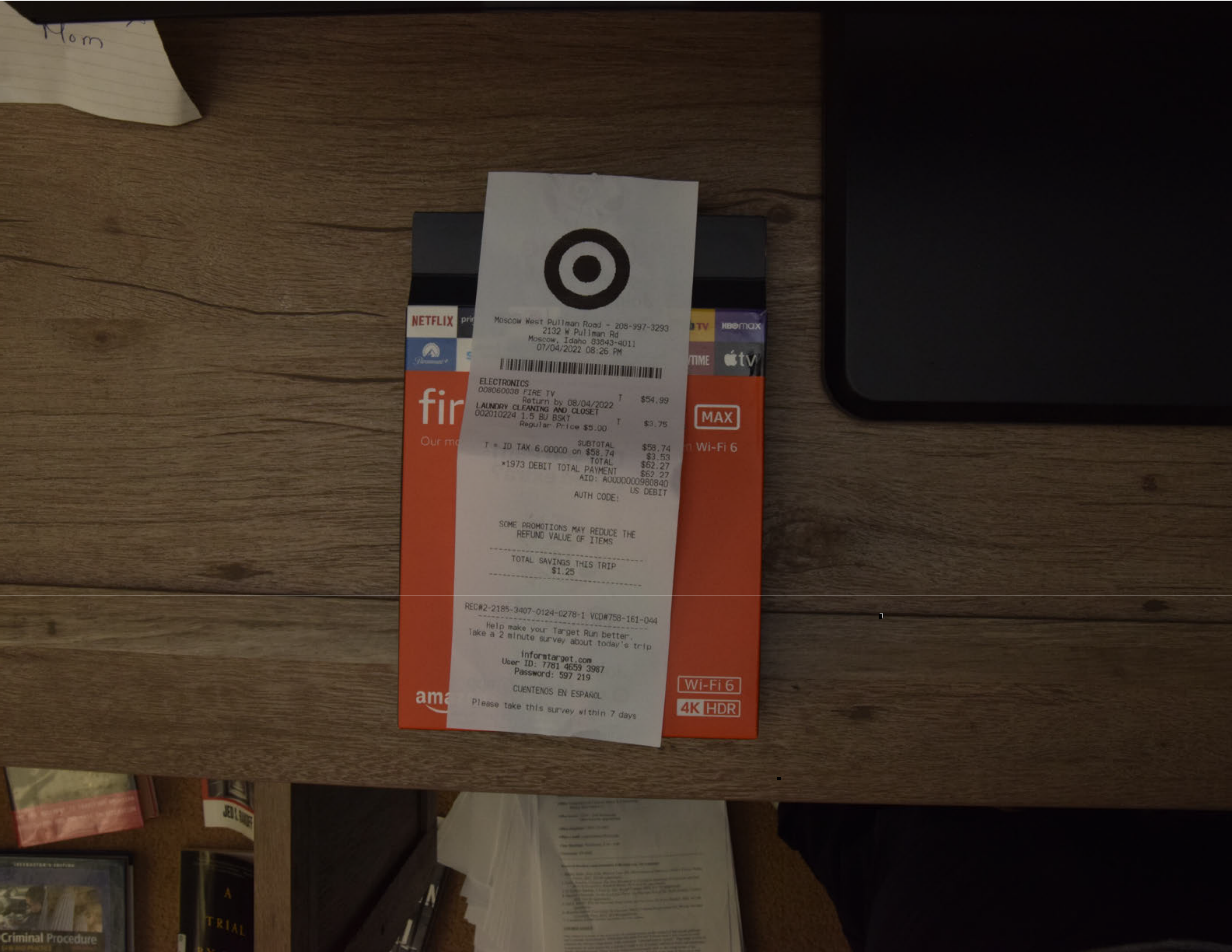
1-118826784
13436379
PCT: 1106.21

November 8, 2022

BRYAN C KOHBERGER
[redacted] VALLEY RD [redacted]
PULLMAN , WA 99163-4435

45
1106-(01)-9988

November 8, 2022
General Election


Mom
NETFLIX
MAX
Wi-Fi 6
4K HDR

Moscow West Pullman Road - 208-997-3293
2132 W Pullman Rd
Moscow, Idaho 83843-4011
07/04/2022 08:26 PM

ELECTRONICS
008060038 FIRE TV
Return by 08/04/2022 T $54.99
LAUNDRY CLEANING AND CLOSET
002010224 1.5 BU BSKT
Regular Price $5.00 T $3.75

SUBTOTAL	$58.74
T = ID TAX 6.00000 on $58.74	$3.53
TOTAL	$62.27
*1973 DEBIT TOTAL PAYMENT	$62.27

AID: A0000000980840
US DEBIT
AUTH CODE:

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REFUND VALUE OF ITEMS

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REC#2-2185-3407-0124-0278-1 VCD#758-161-044

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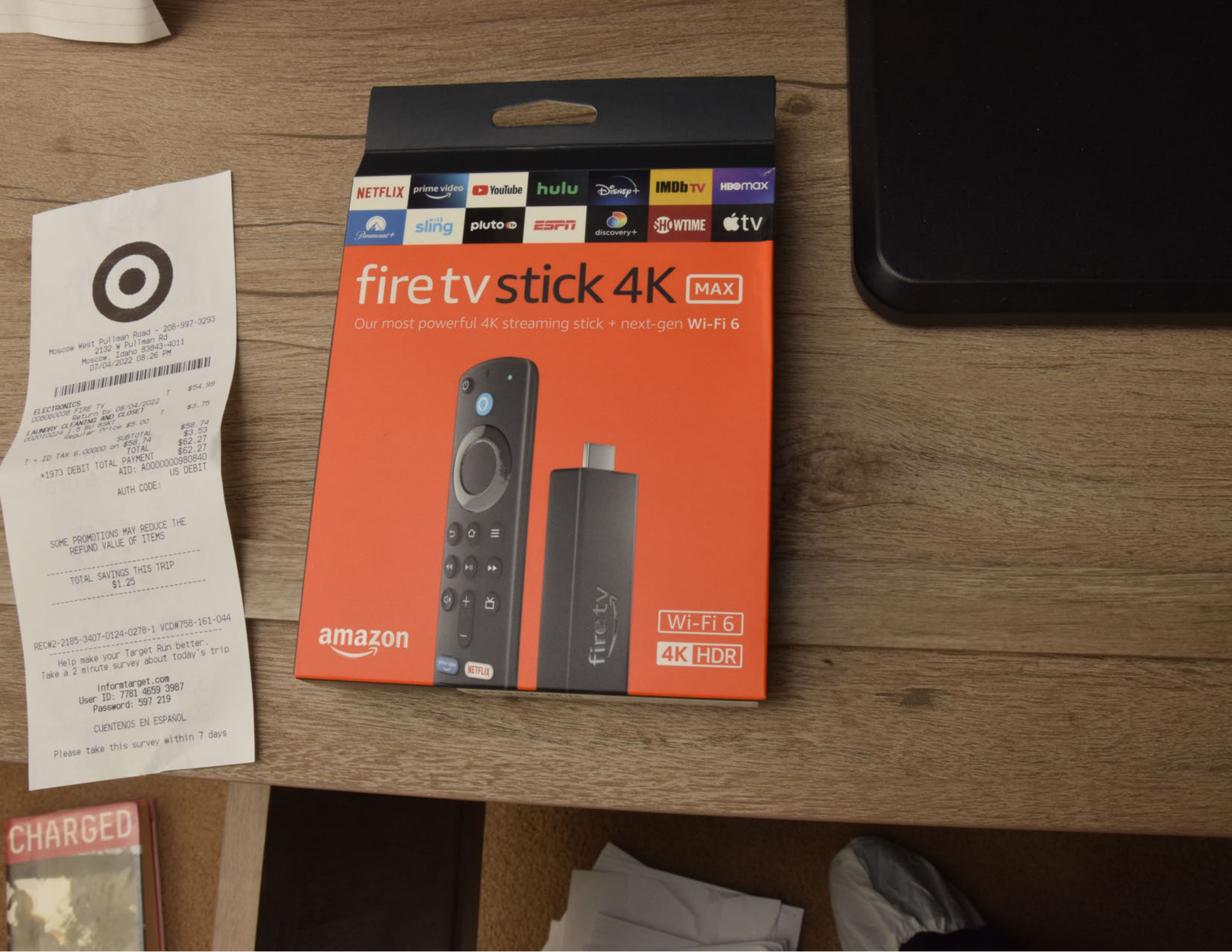
Take a 2 minute survey about today's trip

informtarget.com
User ID: 7781 4659 3987
Password: 597 219

CUENTENOS EN ESPAÑOL

Please take this survey within 7 days



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2132 W Pullman Rd
Moscow, Idaho 83843-4011
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ELECTRONICS
008060038 FIRE TV T $54.99
Return by 08/04/2022
LAUNDRY CLEANING AND CLOSET
002010224 1.5 BU BSKT T $3.75
Regular Price $5.00
SUBTOTAL $58.74
T = ID TAX 6.00000 on $58.74 $3.53
TOTAL $62.27
*1973 DEBIT TOTAL PAYMENT $62.27
AID: A000000098O840
US DEBIT

AUTH CODE:

SOME PROMOTIONS MAY REDUCE THE
REFUND VALUE OF ITEMS

TOTAL SAVINGS THIS TRIP
$1.25

REC#2-2185-3407-0124-0278-1 VCD#758-161-044

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User ID: 7781 4659 3987
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CUENTENOS EN ESPAÑOL

Please take this survey within 7 days

NETFLIX
prime video
YouTube
hulu
Disney+
IMDb TV
HBO max
Paramount+
sling
pluto tv
ESPN
discovery+
SHOWTIME
tv
fire tv stick 4K MAX
Our most powerful 4K streaming stick + next-gen Wi-Fi 6
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fire tv
Wi-Fi 6
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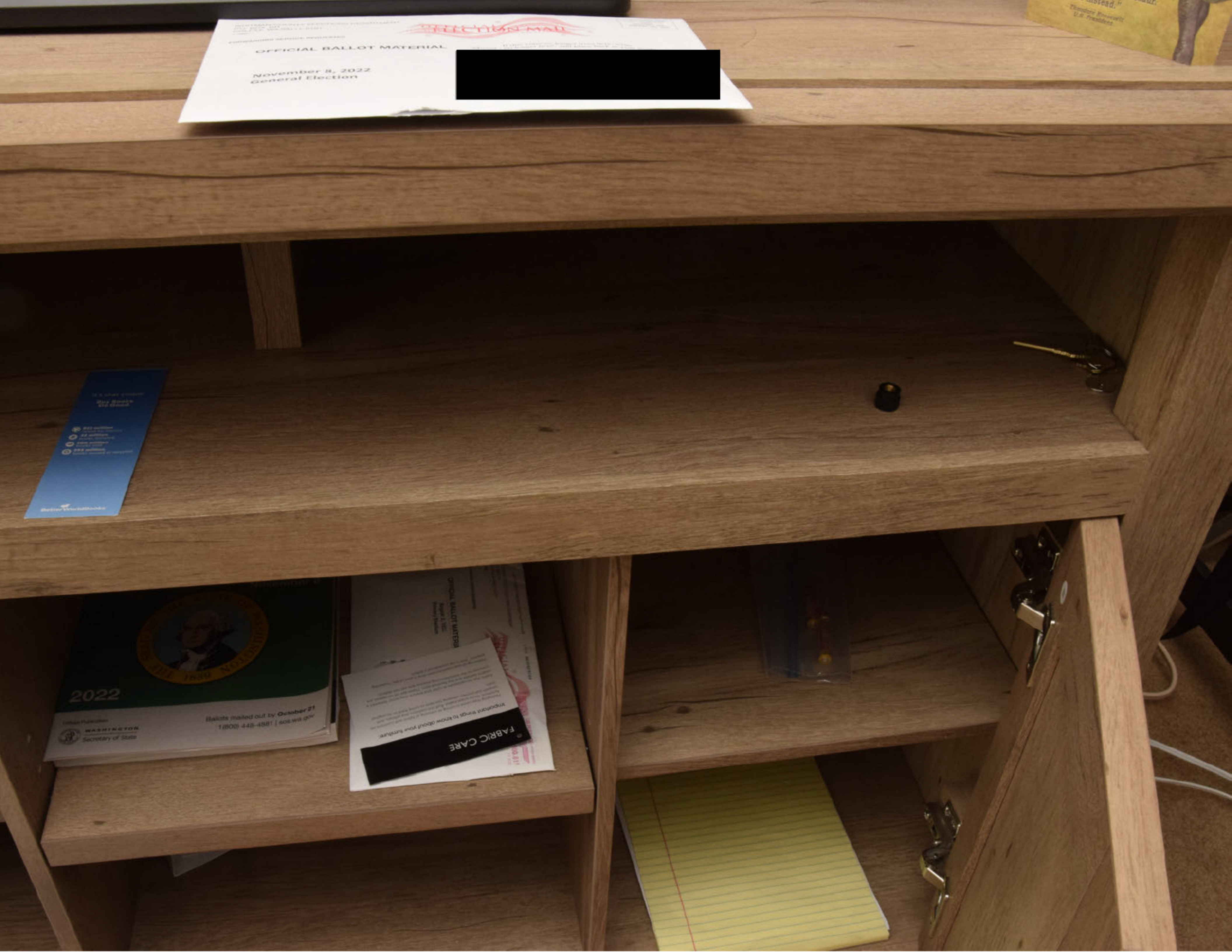
ELECTION MAIL
OFFICIAL BALLOT MATERIAL
November 8, 2022
General Election
2022
Ballots mailed out by October 21
1(800) 448-4881 | sos.wa.gov
WASHINGTON
Secretary of State
OFFICIAL BALLOT MATERIAL
FABRIC CARE
Important things to know about your furniture:

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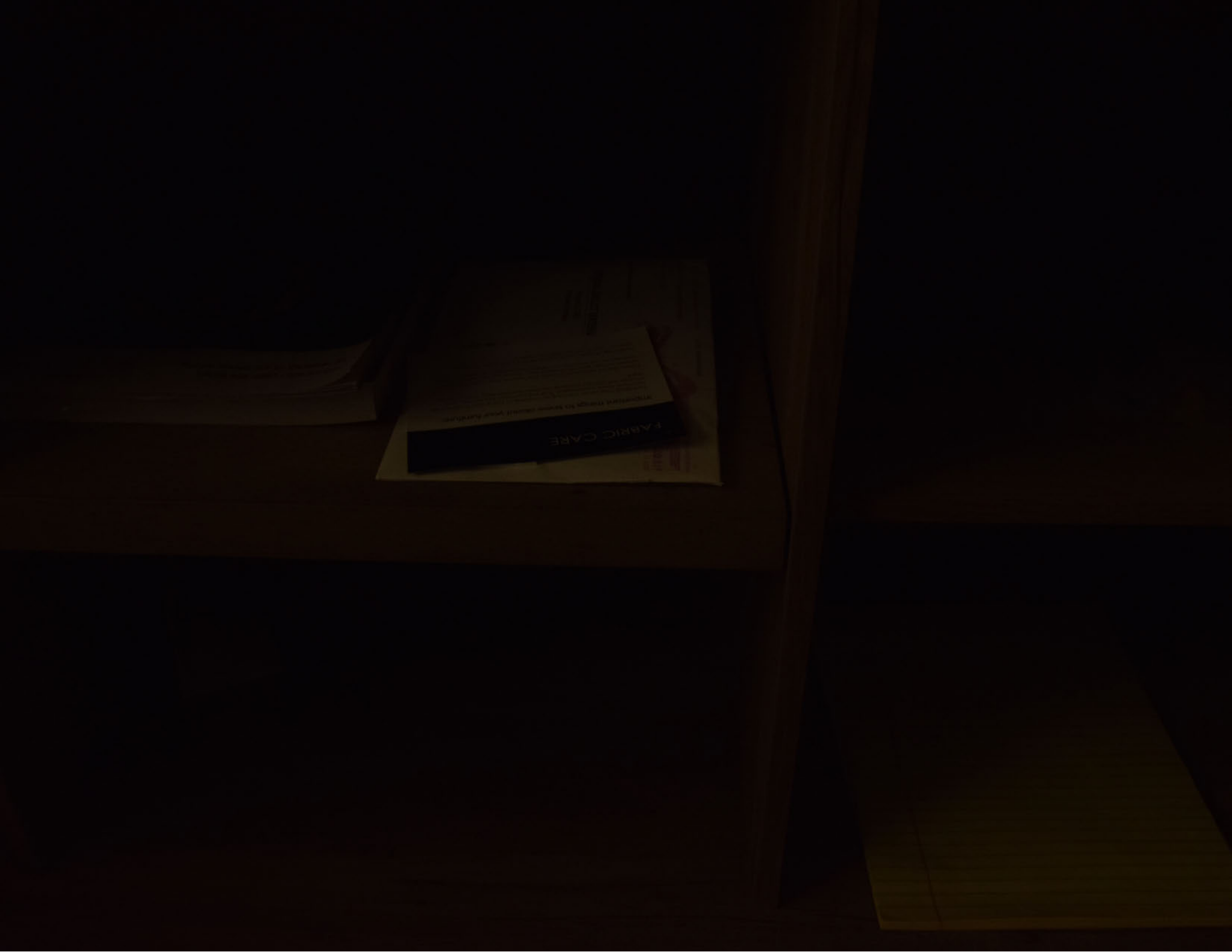
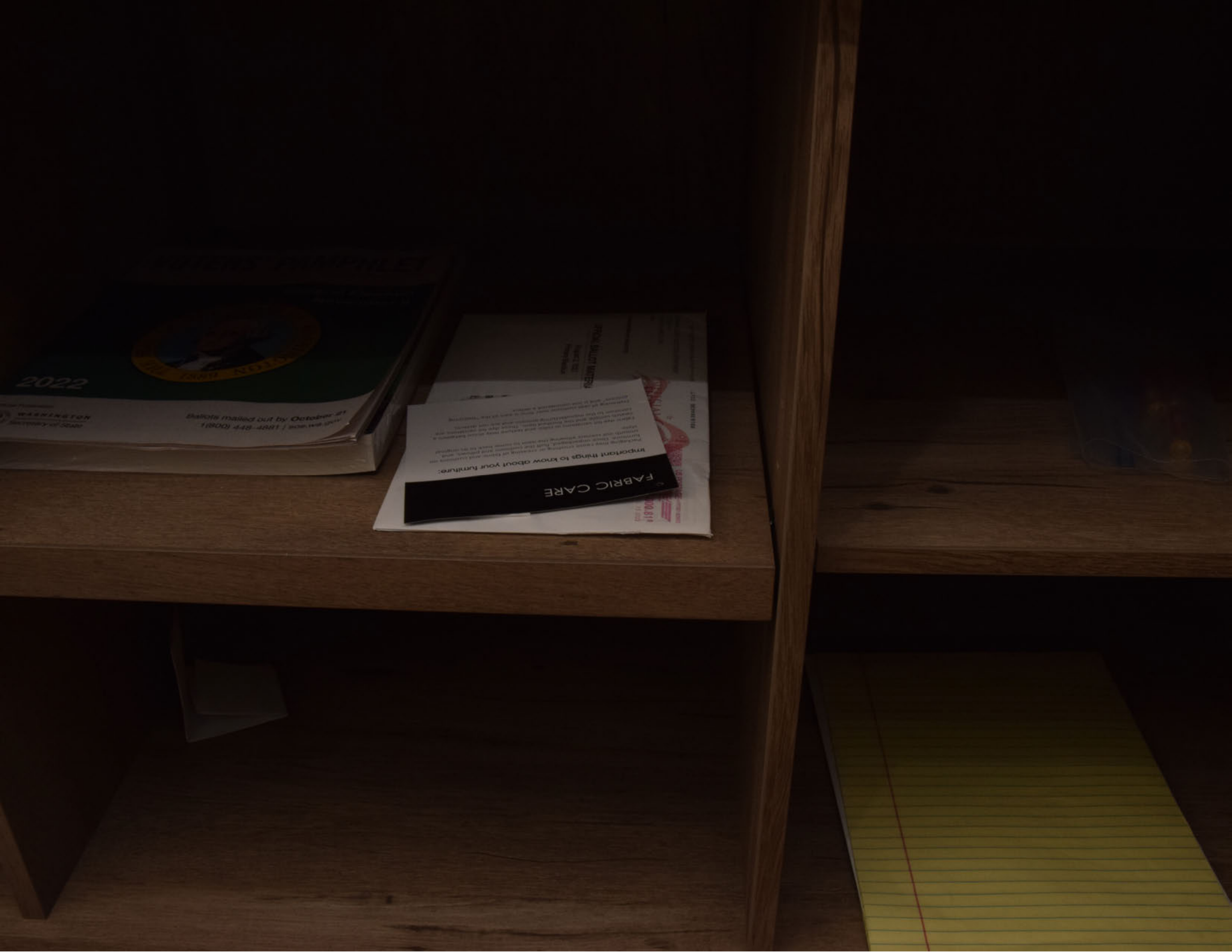

FABRIC CARE
Important things to know about your furniture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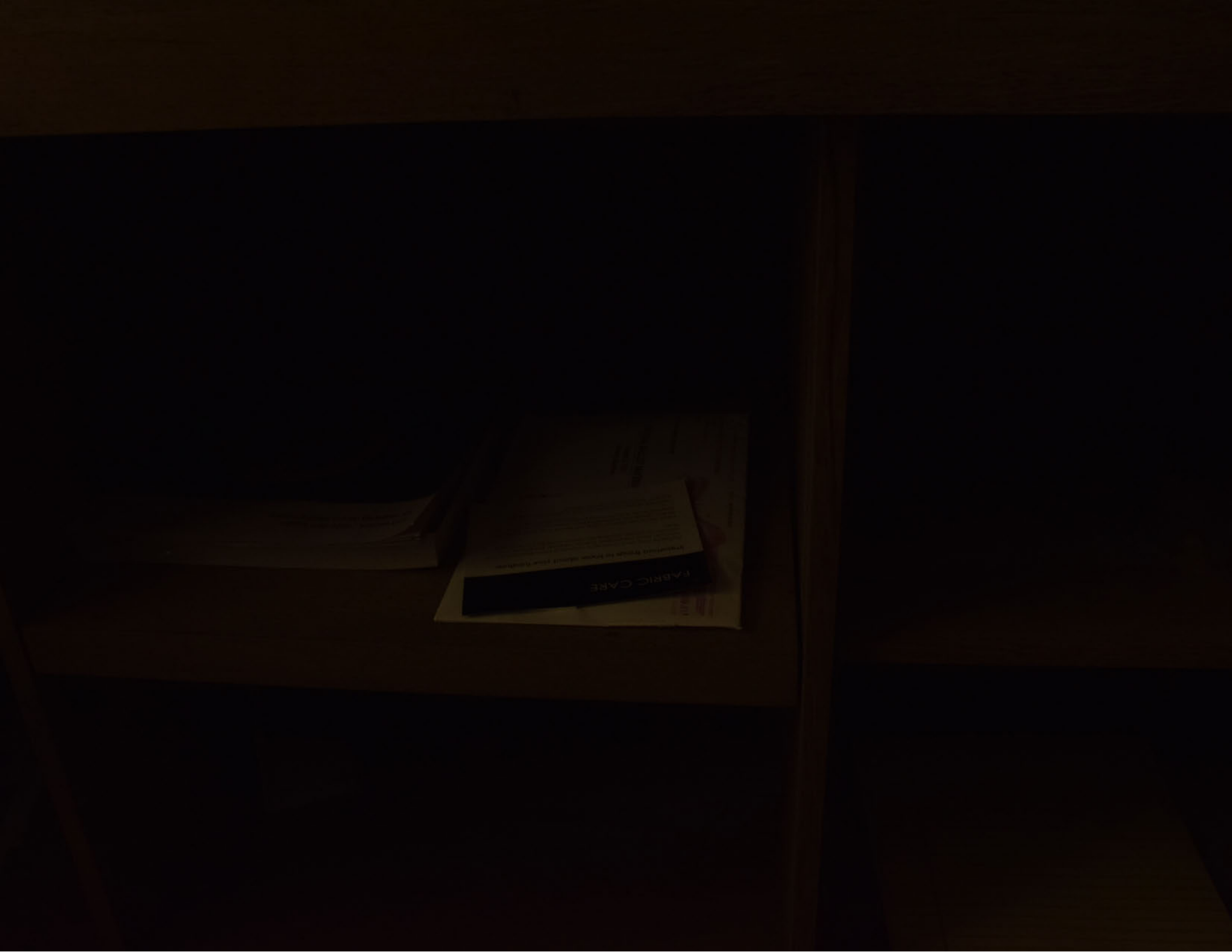
Ballots mailed out by October 21
1(800) 448-4881 | sos.wa.gov
FABRIC CARE
Important things to know about your furniture: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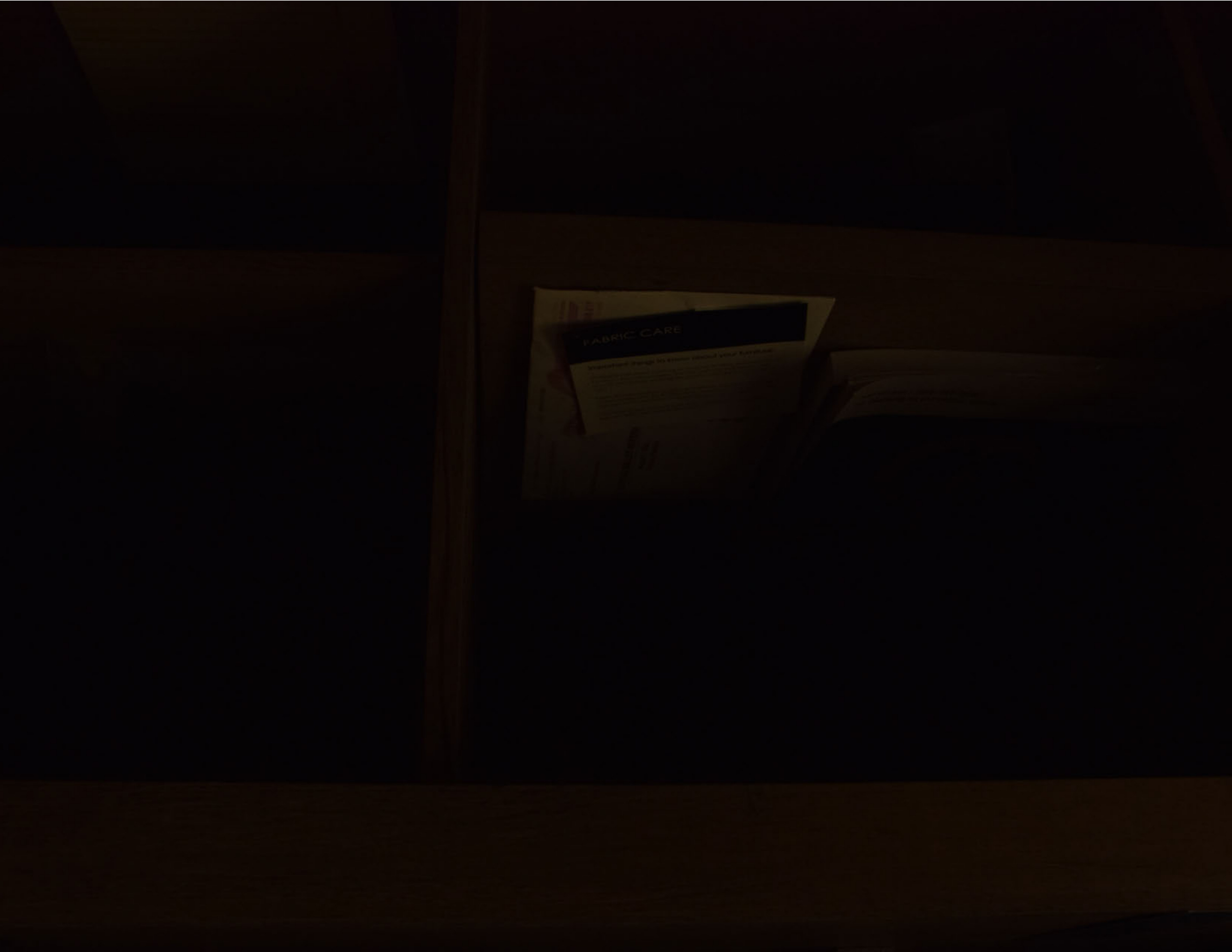
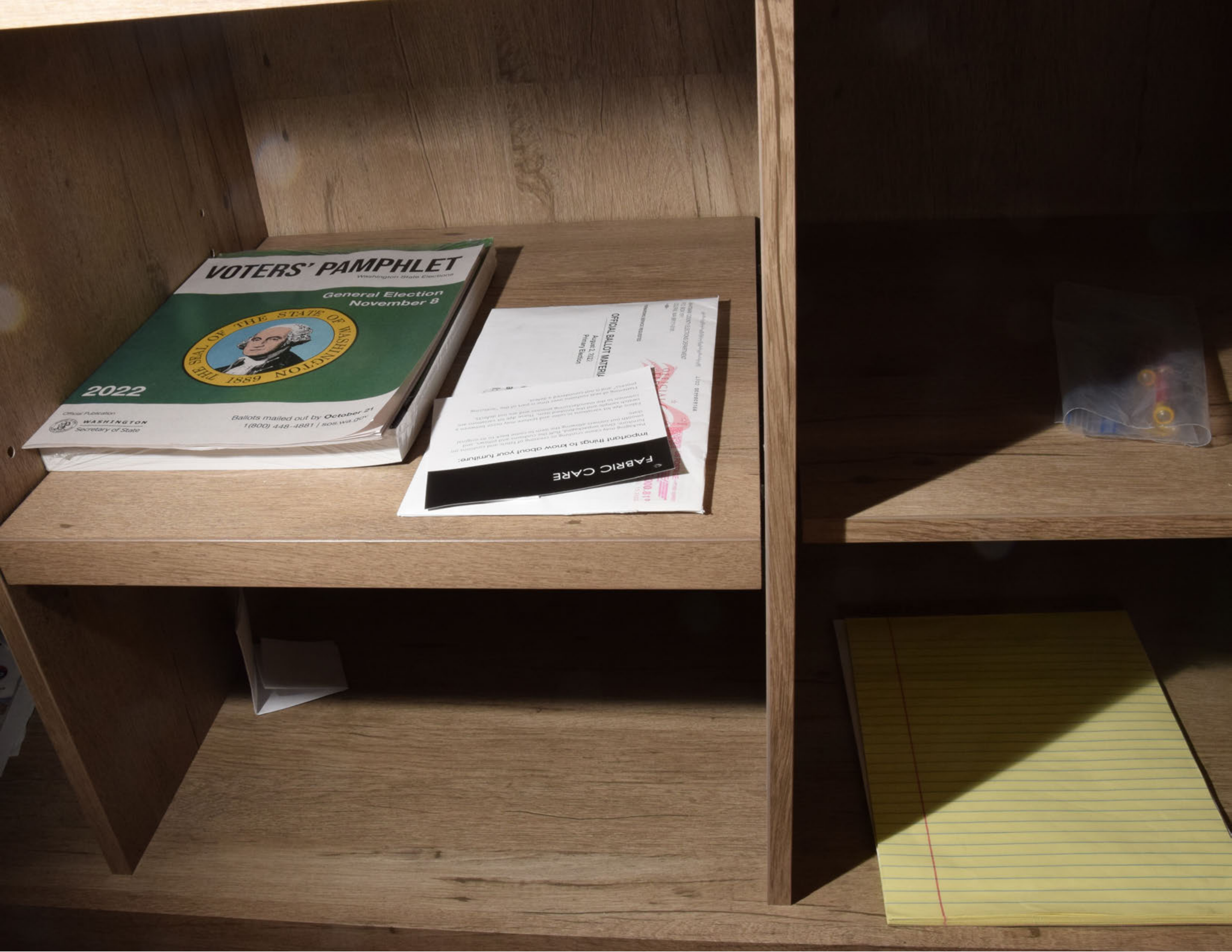


FABRIC CARE

Important things to know about your furniture


VOTERS' PAMPHLET
Washington State Elections
General Election
November 8
THE SEAL OF THE STATE OF WASHINGTON
1889
2022
Official Publication
WASHINGTON
Secretary of State
Ballots mailed out by October 21
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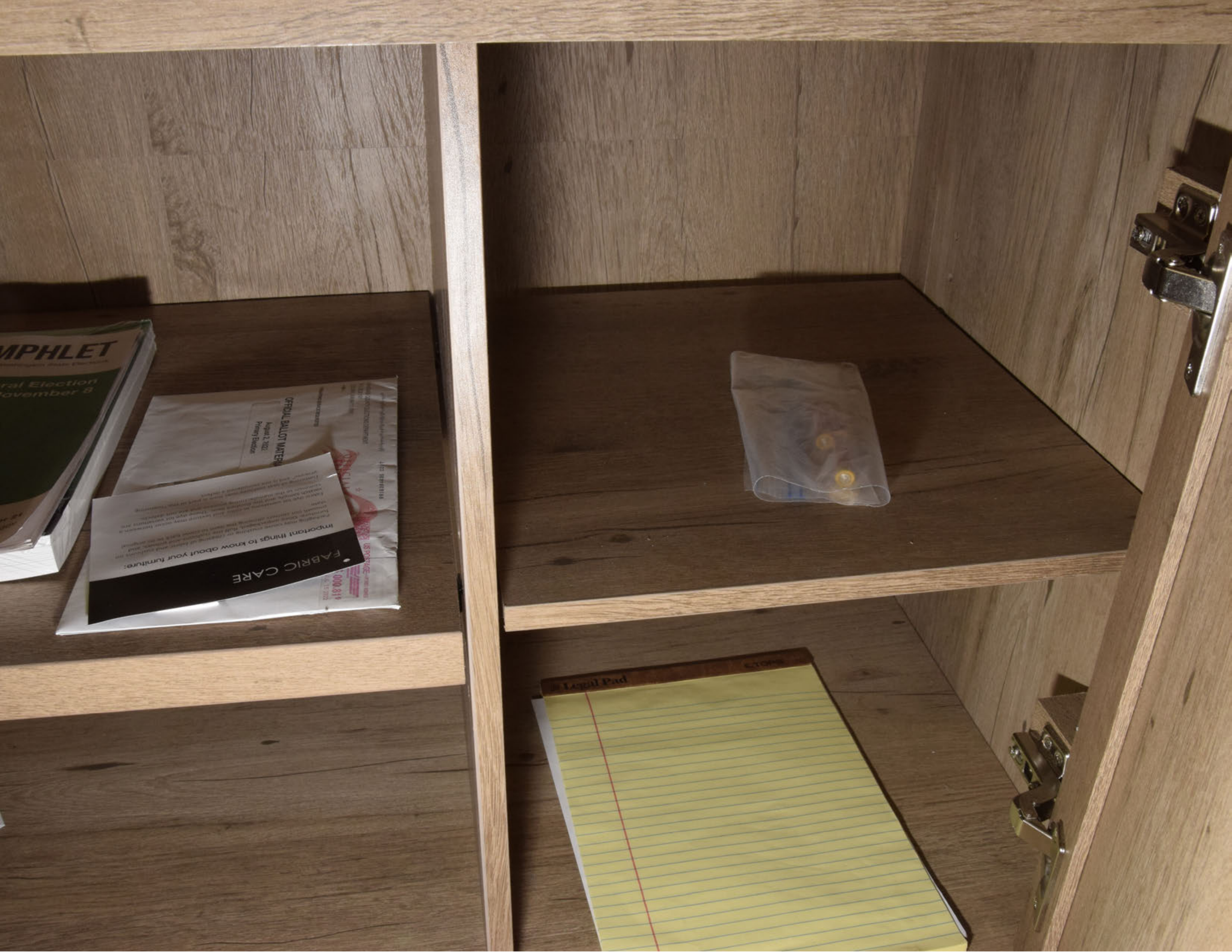
OFFICIAL BALLOT MATERIA
August 2, 2022
Primary Election
FABRIC CARE
Important things to know about your furniture: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August 2, 2022
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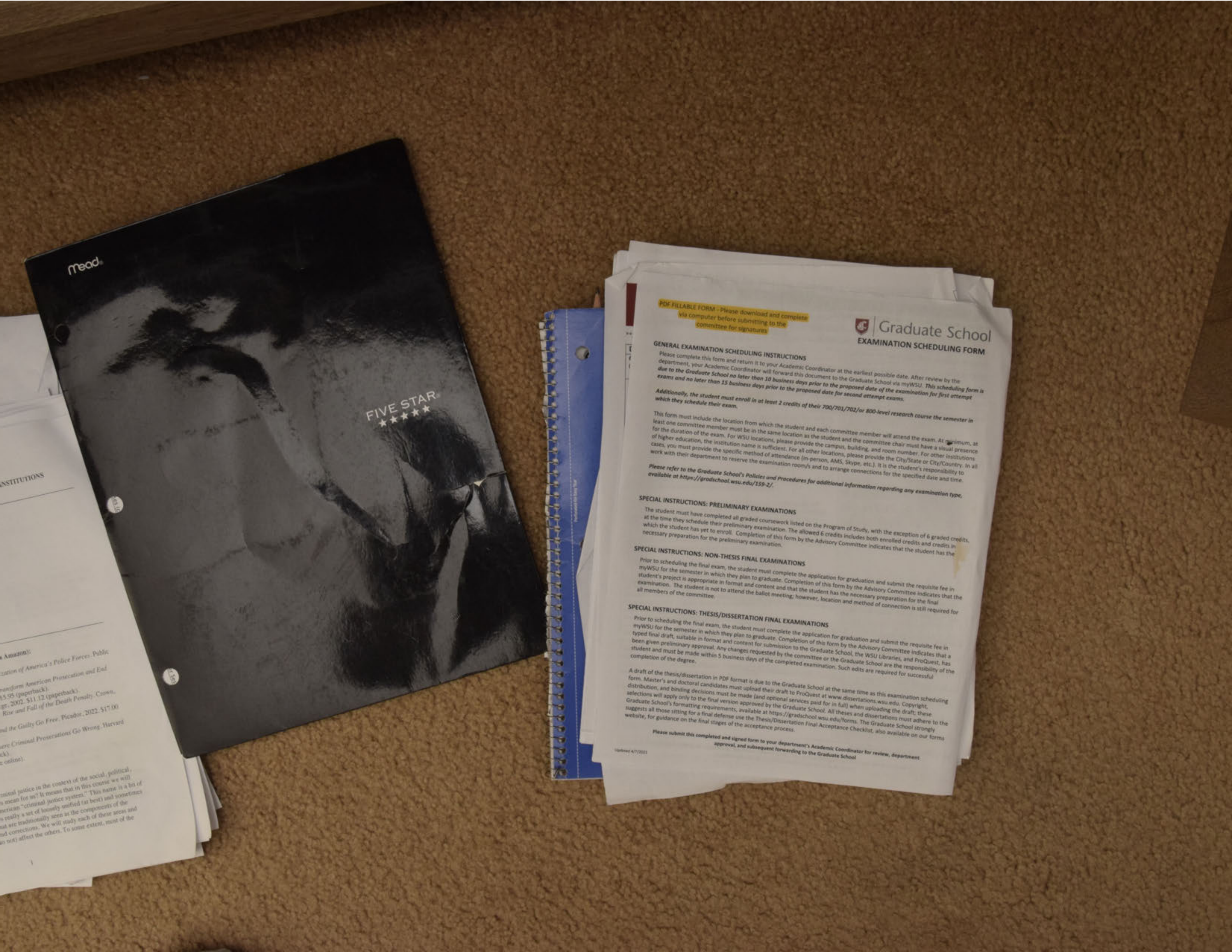
Important things to know about your furniture:
Legal Pad
TOPS



NSTITUTIONS

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Rise and Fall of the Death Penalty. Crown,

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minal justice in the context of the social, political,
s mean for us? It means that in this course we will
nerican "criminal justice system." This name is a bit of
s really a set of loosely unified (at best) and sometimes
hat are traditionally seen as the components of the
nd corrections. We will study each of these areas and
o not) affect the others. To some extent, most of the

PDF FILLABLE FORM - Please download and complete via computer before submitting to the committee for signatures

Graduate School

EXAMINATION SCHEDULING FORM

GENERAL EXAMINATION SCHEDULING INSTRUCTIONS

Please complete this form and return it to your Academic Coordinator at the earliest possible date. After review by the department, your Academic Coordinator will forward this document to the Graduate School via myWSU. ***This scheduling form is due to the Graduate School no later than 10 business days prior to the proposed date of the examination for first attempt exams and no later than 15 business days prior to the proposed date for second attempt exams.***

Additionally, the student must enroll in at least 2 credits of their 700/701/702/or 800-level research course the semester in which they schedule their exam.

This form must include the location from which the student and each committee member will attend the exam. At minimum, at least one committee member must be in the same location as the student and the committee chair must have a visual presence for the duration of the exam. For WSU locations, please provide the campus, building, and room number. For other institutions of higher education, the institution name is sufficient. For all other locations, please provide the City/State or City/Country. In all cases, you must provide the specific method of attendance (in-person, AMS, Skype, etc.). It is the student's responsibility to work with their department to reserve the examination room/s and to arrange connections for the specified date and time.

Please refer to the Graduate School's Policies and Procedures for additional information regarding any examination type, available at https://gradschool.wsu.edu/159-2/.

SPECIAL INSTRUCTIONS: PRELIMINARY EXAMINATIONS

The student must have completed all graded coursework listed on the Program of Study, with the exception of 6 graded credits, at the time they schedule their preliminary examination. The allowed 6 credits includes both enrolled credits and credits in which the student has yet to enroll. Completion of this form by the Advisory Committee indicates that the student has the necessary preparation for the preliminary examination.

SPECIAL INSTRUCTIONS: NON-THESIS FINAL EXAMINATIONS

Prior to scheduling the final exam, the student must complete the application for graduation and submit the requisite fee in myWSU for the semester in which they plan to graduate. Completion of this form by the Advisory Committee indicates that the student's project is appropriate in format and content and that the student has the necessary preparation for the final examination. The student is not to attend the ballot meeting; however, location and method of connection is still required for all members of the committee.

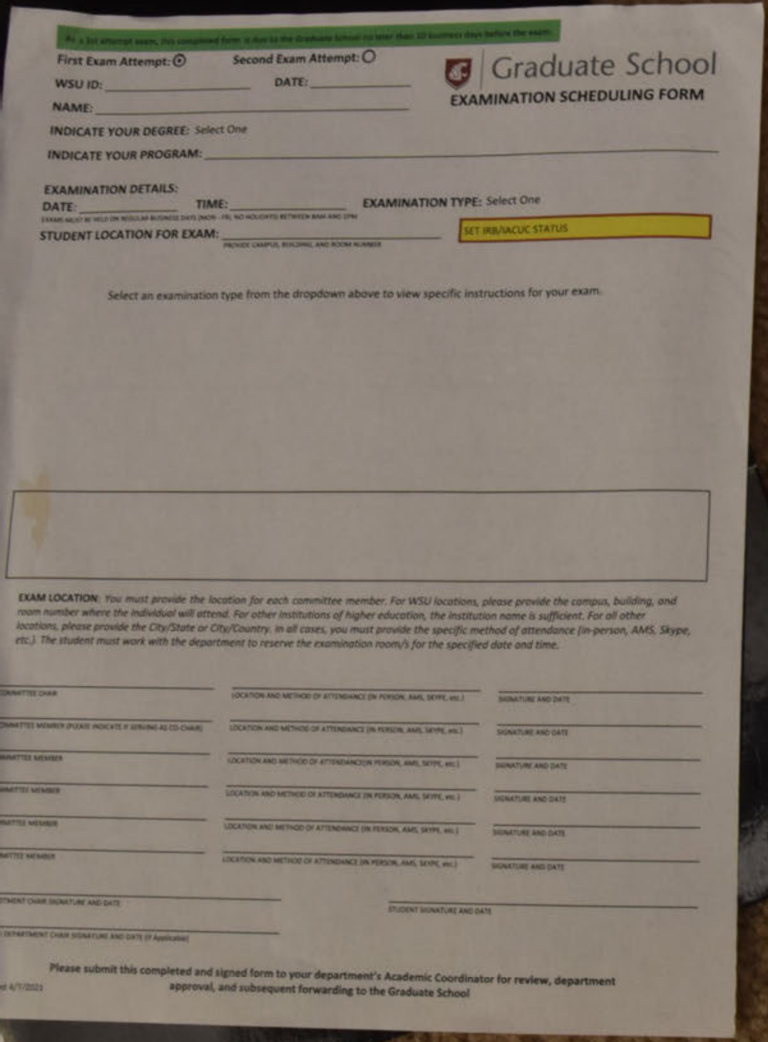
SPECIAL INSTRUCTIONS: THESIS/DISSERTATION FINAL EXAMINATIONS

Prior to scheduling the final exam, the student must complete the application for graduation and submit the requisite fee in myWSU for the semester in which they plan to graduate. Completion of this form by the Advisory Committee indicates that a typed final draft, suitable in format and content for submission to the Graduate School, the WSU Libraries, and ProQuest, has been given preliminary approval. Any changes requested by the committee or the Graduate School are the responsibility of the student and must be made within 5 business days of the completed examination. Such edits are required for successful completion of the degree.

A draft of the thesis/dissertation in PDF format is due to the Graduate School at the same time as this examination scheduling form. Master's and doctoral candidates must upload their draft to ProQuest at www.dissertations.wsu.edu. Copyright, distribution, and binding decisions must be made (and optional services paid for in full) when uploading the draft; these selections will apply only to the final version approved by the Graduate School. All theses and dissertations must adhere to the Graduate School's formatting requirements, available at https://gradschool.wsu.edu/forms. The Graduate School strongly suggests all those sitting for a final defense use the Thesis/Dissertation Final Acceptance Checklist, also available on our forms website, for guidance on the final stages of the acceptance process.

Please submit this completed and signed form to your department's Academic Coordinator for review, department approval, and subsequent forwarding to the Graduate School

Updated 4/7/2021



As a 1st attempt exam, this completed form is due to the Graduate School no later than 10 business days before the exam.

First Exam Attempt: ● Second Exam Attempt: ○

Graduate School
EXAMINATION SCHEDULING FORM

WSU ID: ____________ DATE: ____________

NAME: ______________________

INDICATE YOUR DEGREE: Select One

INDICATE YOUR PROGRAM: ______________________

EXAMINATION DETAILS:

DATE: ________ TIME: ________ EXAMINATION TYPE: Select One

EXAMS MUST BE HELD ON REGULAR BUSINESS DAYS (MON - FRI, NO HOLIDAYS) BETWEEN 8AM AND 5PM

STUDENT LOCATION FOR EXAM: ______________________ SET IRB/IACUC STATUS

PROVIDE CAMPUS, BUILDING, AND ROOM NUMBER

Select an examination type from the dropdown above to view specific instructions for your exam.

EXAM LOCATION: *You must provide the location for each committee member. For WSU locations, please provide the campus, building, and room number where the individual will attend. For other institutions of higher education, the institution name is sufficient. For all other locations, please provide the City/State or City/Country. In all cases, you must provide the specific method of attendance (in-person, AMS, Skype, etc.). The student must work with the department to reserve the examination room/s for the specified date and time.*

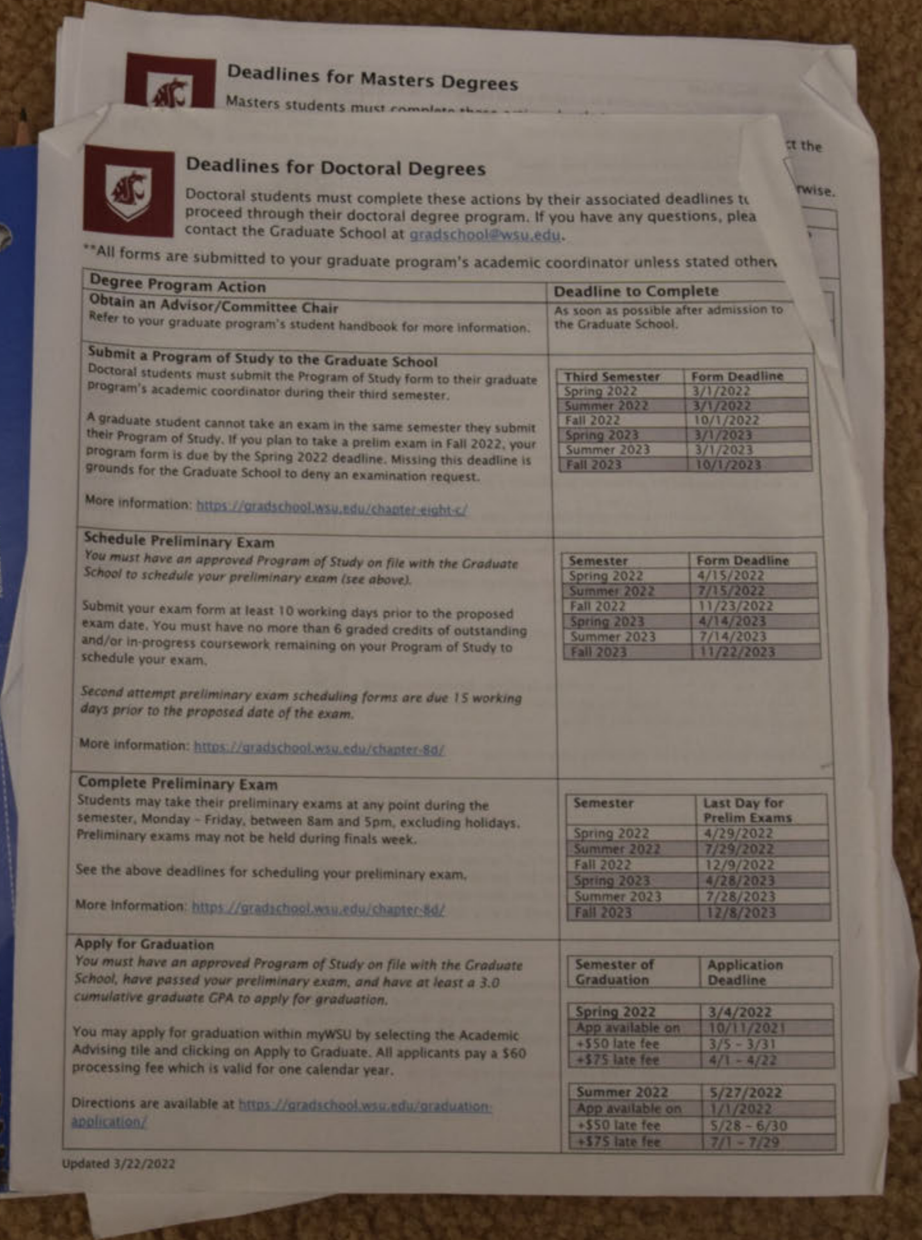
COMMITTEE CHAIR	LOCATION AND METHOD OF ATTENDANCE (IN PERSON, AMS, SKYPE, etc.)	SIGNATURE AND DATE
OMMITTEE MEMBER (PLEASE INDICATE IF SERVING AS CO-CHAIR)	LOCATION AND METHOD OF ATTENDANCE (IN PERSON, AMS, SKYPE, etc.)	SIGNATURE AND DATE
MMITTEE MEMBER	LOCATION AND METHOD OF ATTENDANCE (IN PERSON, AMS, SKYPE, etc.)	SIGNATURE AND DATE
MITTEE MEMBER	LOCATION AND METHOD OF ATTENDANCE (IN PERSON, AMS, SKYPE, etc.)	SIGNATURE AND DATE
MITTEE MEMBER	LOCATION AND METHOD OF ATTENDANCE (IN PERSON, AMS, SKYPE, etc.)	SIGNATURE AND DATE
MITTEE MEMBER	LOCATION AND METHOD OF ATTENDANCE (IN PERSON, AMS, SKYPE, etc.)	SIGNATURE AND DATE

TMENT CHAIR SIGNATURE AND DATE ______________ STUDENT SIGNATURE AND DATE ______________

DEPARTMENT CHAIR SIGNATURE AND DATE (If Applicable) ______________

Please submit this completed and signed form to your department's Academic Coordinator for review, department approval, and subsequent forwarding to the Graduate School

d 4/7/2023



Deadlines for Masters Degrees

Masters students must

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rwise.

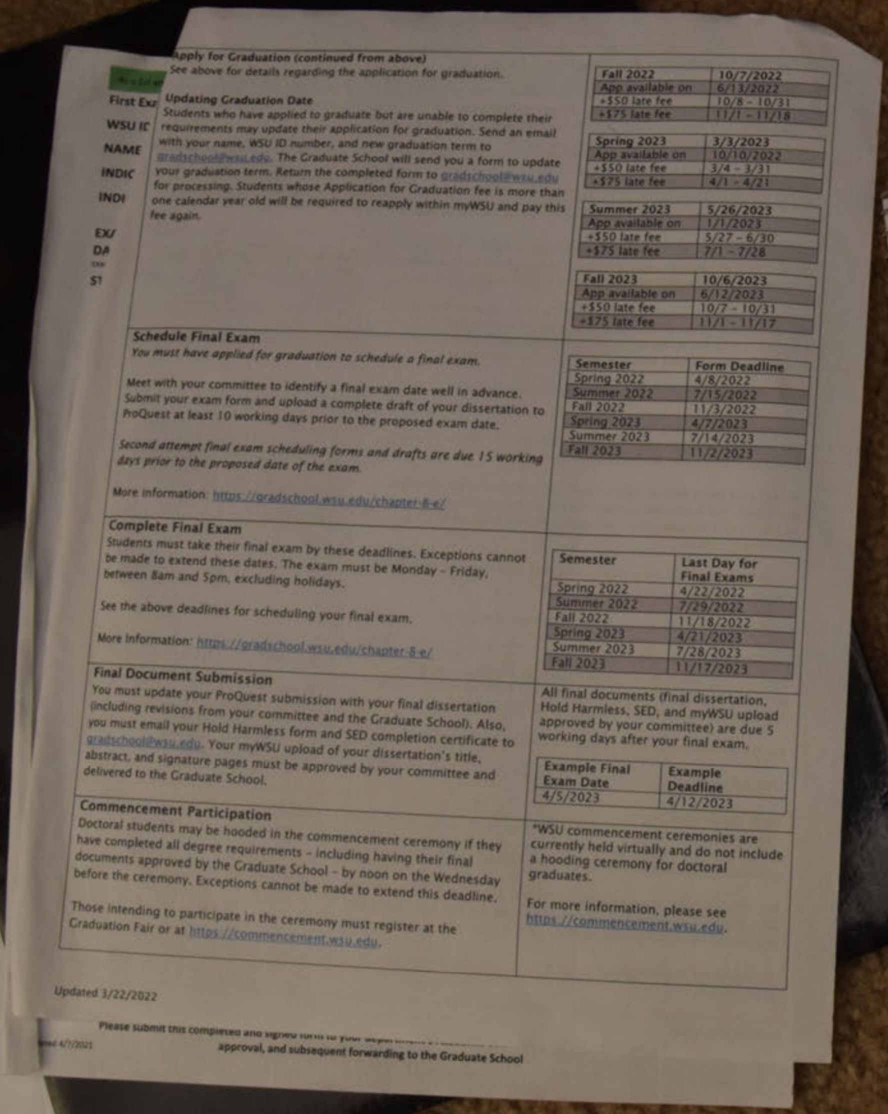
Deadlines for Doctoral Degrees

Doctoral students must complete these actions by their associated deadlines t proceed through their doctoral degree program. If you have any questions, plea contact the Graduate School at gradschool@wsu.edu.

**All forms are submitted to your graduate program's academic coordinator unless stated other

Degree Program Action	Deadline to Complete
Obtain an Advisor/Committee Chair Refer to your graduate program's student handbook for more information.	As soon as possible after admission to the Graduate School.
Submit a Program of Study to the Graduate School Doctoral students must submit the Program of Study form to their graduate program's academic coordinator during their third semester. A graduate student cannot take an exam in the same semester they submit their Program of Study. If you plan to take a prelim exam in Fall 2022, your program form is due by the Spring 2022 deadline. Missing this deadline is grounds for the Graduate School to deny an examination request. More information: https://gradschool.wsu.edu/chapter-eight-c/	Third Semester — Form Deadline Spring 2022 — 3/1/2022 Summer 2022 — 3/1/2022 Fall 2022 — 10/1/2022 Spring 2023 — 3/1/2023 Summer 2023 — 3/1/2023 Fall 2023 — 10/1/2023
Schedule Preliminary Exam *You must have an approved Program of Study on file with the Graduate School to schedule your preliminary exam (see above).* Submit your exam form at least 10 working days prior to the proposed exam date. You must have no more than 6 graded credits of outstanding and/or in-progress coursework remaining on your Program of Study to schedule your exam. *Second attempt preliminary exam scheduling forms are due 15 working days prior to the proposed date of the exam.* More information: https://gradschool.wsu.edu/chapter-8d/	Semester — Form Deadline Spring 2022 — 4/15/2022 Summer 2022 — 7/15/2022 Fall 2022 — 11/23/2022 Spring 2023 — 4/14/2023 Summer 2023 — 7/14/2023 Fall 2023 — 11/22/2023
Complete Preliminary Exam Students may take their preliminary exams at any point during the semester, Monday - Friday, between 8am and 5pm, excluding holidays. Preliminary exams may not be held during finals week. See the above deadlines for scheduling your preliminary exam. More Information: https://gradschool.wsu.edu/chapter-8d/	Semester — Last Day for Prelim Exams Spring 2022 — 4/29/2022 Summer 2022 — 7/29/2022 Fall 2022 — 12/9/2022 Spring 2023 — 4/28/2023 Summer 2023 — 7/28/2023 Fall 2023 — 12/8/2023
Apply for Graduation *You must have an approved Program of Study on file with the Graduate School, have passed your preliminary exam, and have at least a 3.0 cumulative graduate GPA to apply for graduation.* You may apply for graduation within myWSU by selecting the Academic Advising tile and clicking on Apply to Graduate. All applicants pay a $60 processing fee which is valid for one calendar year. Directions are available at https://gradschool.wsu.edu/graduation-application/	Semester of Graduation — Application Deadline Spring 2022 — 3/4/2022 App available on — 10/11/2021 +$50 late fee — 3/5 - 3/31 +$75 late fee — 4/1 - 4/22 Summer 2022 — 5/27/2022 App available on — 1/1/2022 +$50 late fee — 5/28 - 6/30 +$75 late fee — 7/1 - 7/29

Updated 3/22/2022



Apply for Graduation (continued from above)
See above for details regarding the application for graduation.

Updating Graduation Date
Students who have applied to graduate but are unable to complete their requirements may update their application for graduation. Send an email with your name, WSU ID number, and new graduation term to gradschool@wsu.edu. The Graduate School will send you a form to update your graduation term. Return the completed form to gradschool@wsu.edu for processing. Students whose Application for Graduation fee is more than one calendar year old will be required to reapply within myWSU and pay this fee again.

Fall 2022	10/7/2022
App available on	6/13/2022
+$50 late fee	10/8 - 10/31
+$75 late fee	11/1 - 11/18

Spring 2023	3/3/2023
App available on	10/10/2022
+$50 late fee	3/4 - 3/31
+$75 late fee	4/1 - 4/21

Summer 2023	5/26/2023
App available on	1/1/2023
+$50 late fee	5/27 - 6/30
+$75 late fee	7/1 - 7/28

Fall 2023	10/6/2023
App available on	6/12/2023
+$50 late fee	10/7 - 10/31
+$75 late fee	11/1 - 11/17

Schedule Final Exam
You must have applied for graduation to schedule a final exam.

Meet with your committee to identify a final exam date well in advance. Submit your exam form and upload a complete draft of your dissertation to ProQuest at least 10 working days prior to the proposed exam date.

Second attempt final exam scheduling forms and drafts are due 15 working days prior to the proposed date of the exam.

More information: https://gradschool.wsu.edu/chapter-8-e/

Semester	Form Deadline
Spring 2022	4/8/2022
Summer 2022	7/15/2022
Fall 2022	11/3/2022
Spring 2023	4/7/2023
Summer 2023	7/14/2023
Fall 2023	11/2/2023

Complete Final Exam
Students must take their final exam by these deadlines. Exceptions cannot be made to extend these dates. The exam must be Monday - Friday, between 8am and 5pm, excluding holidays.

See the above deadlines for scheduling your final exam.

More information: https://gradschool.wsu.edu/chapter-8-e/

Semester	Last Day for Final Exams
Spring 2022	4/22/2022
Summer 2022	7/29/2022
Fall 2022	11/18/2022
Spring 2023	4/21/2023
Summer 2023	7/28/2023
Fall 2023	11/17/2023

Final Document Submission
You must update your ProQuest submission with your final dissertation (including revisions from your committee and the Graduate School). Also, you must email your Hold Harmless form and SED completion certificate to gradschool@wsu.edu. Your myWSU upload of your dissertation's title, abstract, and signature pages must be approved by your committee and delivered to the Graduate School.

All final documents (final dissertation, Hold Harmless, SED, and myWSU upload approved by your committee) are due 5 working days after your final exam.

Example Final Exam Date	Example Deadline
4/5/2023	4/12/2023

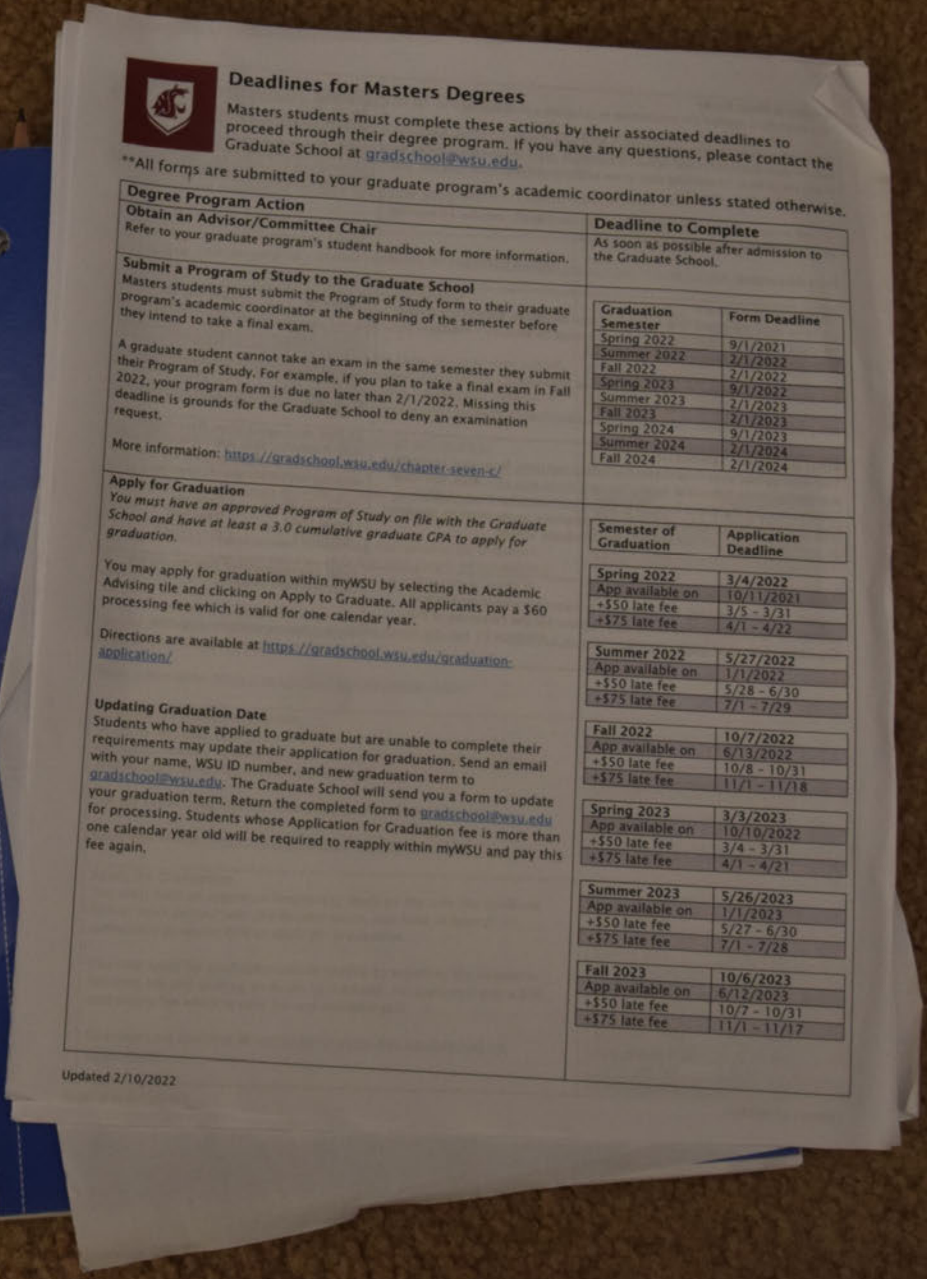
Commencement Participation
Doctoral students may be hooded in the commencement ceremony if they have completed all degree requirements - including having their final documents approved by the Graduate School - by noon on the Wednesday before the ceremony. Exceptions cannot be made to extend this deadline.

Those intending to participate in the ceremony must register at the Graduation Fair or at https://commencement.wsu.edu.

*WSU commencement ceremonies are currently held virtually and do not include a hooding ceremony for doctoral graduates.

For more information, please see https://commencement.wsu.edu.

Updated 3/22/2022



Deadlines for Masters Degrees

Masters students must complete these actions by their associated deadlines to proceed through their degree program. If you have any questions, please contact the Graduate School at gradschool@wsu.edu.

**All forms are submitted to your graduate program's academic coordinator unless stated otherwise.

Degree Program Action	Deadline to Complete
Obtain an Advisor/Committee Chair Refer to your graduate program's student handbook for more information.	As soon as possible after admission to the Graduate School.

Submit a Program of Study to the Graduate School
Masters students must submit the Program of Study form to their graduate program's academic coordinator at the beginning of the semester before they intend to take a final exam.

A graduate student cannot take an exam in the same semester they submit their Program of Study. For example, if you plan to take a final exam in Fall 2022, your program form is due no later than 2/1/2022. Missing this deadline is grounds for the Graduate School to deny an examination request.

More information: https://gradschool.wsu.edu/chapter-seven-c/

Graduation Semester	Form Deadline
Spring 2022	9/1/2021
Summer 2022	2/1/2022
Fall 2022	2/1/2022
Spring 2023	9/1/2022
Summer 2023	2/1/2023
Fall 2023	2/1/2023
Spring 2024	9/1/2023
Summer 2024	2/1/2024
Fall 2024	2/1/2024

Apply for Graduation
You must have an approved Program of Study on file with the Graduate School and have at least a 3.0 cumulative graduate GPA to apply for graduation.

You may apply for graduation within myWSU by selecting the Academic Advising tile and clicking on Apply to Graduate. All applicants pay a $60 processing fee which is valid for one calendar year.

Directions are available at https://gradschool.wsu.edu/graduation-application/

Semester of Graduation	Application Deadline

Spring 2022	3/4/2022
App available on	10/11/2021
+$50 late fee	3/5 - 3/31
+$75 late fee	4/1 - 4/22

Summer 2022	5/27/2022
App available on	1/1/2022
+$50 late fee	5/28 - 6/30
+$75 late fee	7/1 - 7/29

Fall 2022	10/7/2022
App available on	6/13/2022
+$50 late fee	10/8 - 10/31
+$75 late fee	11/1 - 11/18

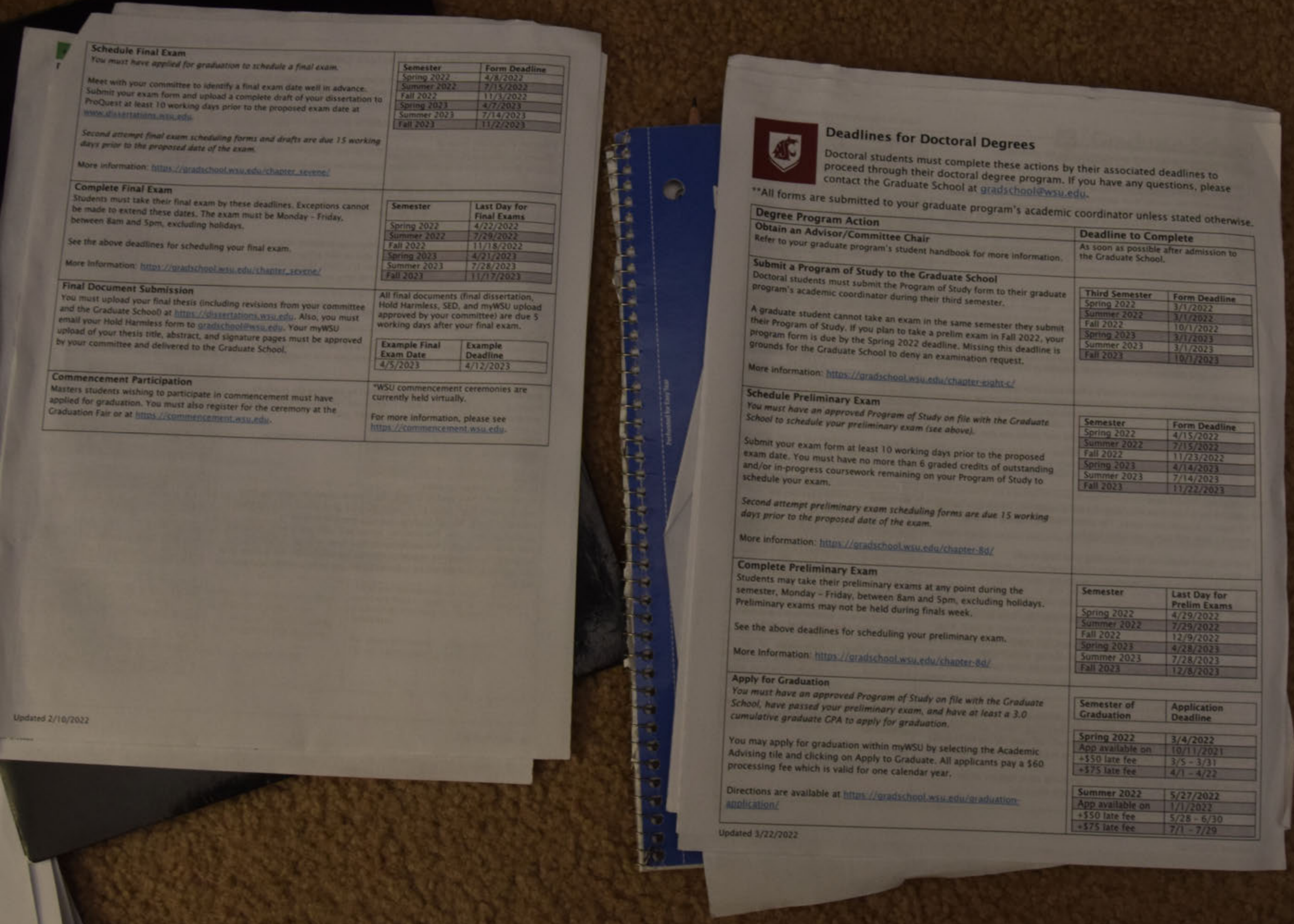
Spring 2023	3/3/2023
App available on	10/10/2022
+$50 late fee	3/4 - 3/31
+$75 late fee	4/1 - 4/21

Summer 2023	5/26/2023
App available on	1/1/2023
+$50 late fee	5/27 - 6/30
+$75 late fee	7/1 - 7/28

Fall 2023	10/6/2023
App available on	6/12/2023
+$50 late fee	10/7 - 10/31
+$75 late fee	11/1 - 11/17

Updating Graduation Date
Students who have applied to graduate but are unable to complete their requirements may update their application for graduation. Send an email with your name, WSU ID number, and new graduation term to gradschool@wsu.edu. The Graduate School will send you a form to update your graduation term. Return the completed form to gradschool@wsu.edu for processing. Students whose Application for Graduation fee is more than one calendar year old will be required to reapply within myWSU and pay this fee again.

Updated 2/10/2022



Schedule Final Exam

You must have applied for graduation to schedule a final exam.

Meet with your committee to identify a final exam date well in advance. Submit your exam form and upload a complete draft of your dissertation to ProQuest at least 10 working days prior to the proposed exam date at www.dissertations.wsu.edu.

Second attempt final exam scheduling forms and drafts are due 15 working days prior to the proposed date of the exam.

More information: https://gradschool.wsu.edu/chapter_sevene/

Semester	Form Deadline
Spring 2022	4/8/2022
Summer 2022	7/15/2022
Fall 2022	11/3/2022
Spring 2023	4/7/2023
Summer 2023	7/14/2023
Fall 2023	11/2/2023

Complete Final Exam

Students must take their final exam by these deadlines. Exceptions cannot be made to extend these dates. The exam must be Monday - Friday, between 8am and 5pm, excluding holidays.

See the above deadlines for scheduling your final exam.

More Information: https://gradschool.wsu.edu/chapter_sevene/

Semester	Last Day for Final Exams
Spring 2022	4/22/2022
Summer 2022	7/29/2022
Fall 2022	11/18/2022
Spring 2023	4/21/2023
Summer 2023	7/28/2023
Fall 2023	11/17/2023

Final Document Submission

You must upload your final thesis (including revisions from your committee and the Graduate School) at https://dissertations.wsu.edu. Also, you must email your Hold Harmless form to gradschool@wsu.edu. Your myWSU upload of your thesis title, abstract, and signature pages must be approved by your committee and delivered to the Graduate School.

All final documents (final dissertation, Hold Harmless, SED, and myWSU upload approved by your committee) are due 5 working days after your final exam.

Example Final Exam Date	Example Deadline
4/5/2023	4/12/2023

Commencement Participation

Masters students wishing to participate in commencement must have applied for graduation. You must also register for the ceremony at the Graduation Fair or at https://commencement.wsu.edu.

*WSU commencement ceremonies are currently held virtually.

For more information, please see https://commencement.wsu.edu.

Updated 2/10/2022

Deadlines for Doctoral Degrees

Doctoral students must complete these actions by their associated deadlines to proceed through their doctoral degree program. If you have any questions, please contact the Graduate School at gradschool@wsu.edu.

**All forms are submitted to your graduate program's academic coordinator unless stated otherwise.

Degree Program Action	Deadline to Complete

Obtain an Advisor/Committee Chair

Refer to your graduate program's student handbook for more information.

As soon as possible after admission to the Graduate School.

Submit a Program of Study to the Graduate School

Doctoral students must submit the Program of Study form to their graduate program's academic coordinator during their third semester.

A graduate student cannot take an exam in the same semester they submit their Program of Study. If you plan to take a prelim exam in Fall 2022, your program form is due by the Spring 2022 deadline. Missing this deadline is grounds for the Graduate School to deny an examination request.

More information: https://gradschool.wsu.edu/chapter-eight-c/

Third Semester	Form Deadline
Spring 2022	3/1/2022
Summer 2022	3/1/2022
Fall 2022	10/1/2022
Spring 2023	3/1/2023
Summer 2023	3/1/2023
Fall 2023	10/1/2023

Schedule Preliminary Exam

You must have an approved Program of Study on file with the Graduate School to schedule your preliminary exam (see above).

Submit your exam form at least 10 working days prior to the proposed exam date. You must have no more than 6 graded credits of outstanding and/or in-progress coursework remaining on your Program of Study to schedule your exam.

Second attempt preliminary exam scheduling forms are due 15 working days prior to the proposed date of the exam.

More information: https://gradschool.wsu.edu/chapter-8d/

Semester	Form Deadline
Spring 2022	4/15/2022
Summer 2022	7/15/2022
Fall 2022	11/23/2022
Spring 2023	4/14/2023
Summer 2023	7/14/2023
Fall 2023	11/22/2023

Complete Preliminary Exam

Students may take their preliminary exams at any point during the semester, Monday - Friday, between 8am and 5pm, excluding holidays. Preliminary exams may not be held during finals week.

See the above deadlines for scheduling your preliminary exam.

More Information: https://gradschool.wsu.edu/chapter-8d/

Semester	Last Day for Prelim Exams
Spring 2022	4/29/2022
Summer 2022	7/29/2022
Fall 2022	12/9/2022
Spring 2023	4/28/2023
Summer 2023	7/28/2023
Fall 2023	12/8/2023

Apply for Graduation

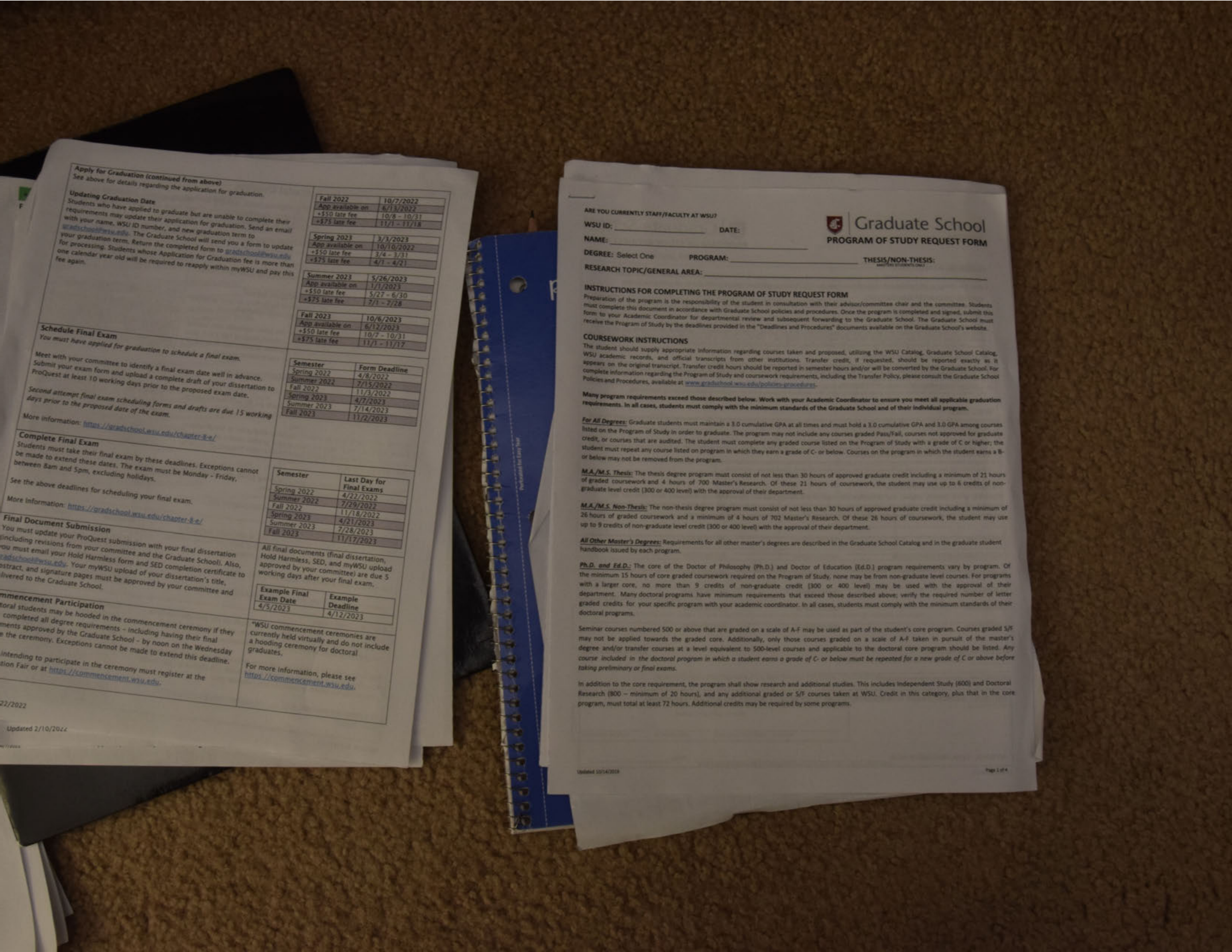
You must have an approved Program of Study on file with the Graduate School, have passed your preliminary exam, and have at least a 3.0 cumulative graduate GPA to apply for graduation.

You may apply for graduation within myWSU by selecting the Academic Advising tile and clicking on Apply to Graduate. All applicants pay a $60 processing fee which is valid for one calendar year.

Directions are available at https://gradschool.wsu.edu/graduation-application/

Semester of Graduation	Application Deadline
Spring 2022	3/4/2022
App available on	10/11/2021
+$50 late fee	3/5 - 3/31
+$75 late fee	4/1 - 4/22
Summer 2022	5/27/2022
App available on	1/1/2022
+$50 late fee	5/28 - 6/30
+$75 late fee	7/1 - 7/29

Updated 3/22/2022



Apply for Graduation (continued from above)
See above for details regarding the application for graduation.

Updating Graduation Date
Students who have applied to graduate but are unable to complete their requirements may update their application for graduation. Send an email with your name, WSU ID number, and new graduation term to gradschool@wsu.edu. The Graduate School will send you a form to update your graduation term. Return the completed form to gradschool@wsu.edu for processing. Students whose Application for Graduation fee is more than one calendar year old will be required to reapply within myWSU and pay this fee again.

Fall 2022	10/7/2022
App available on	6/13/2022
+$50 late fee	10/8 - 10/31
+$75 late fee	11/1 - 11/18

Spring 2023	3/3/2023
App available on	10/10/2022
+$50 late fee	3/4 - 3/31
+$75 late fee	4/1 - 4/21

Summer 2023	5/26/2023
App available on	1/1/2023
+$50 late fee	5/27 - 6/30
+$75 late fee	7/1 - 7/28

Fall 2023	10/6/2023
App available on	6/12/2023
+$50 late fee	10/7 - 10/31
+$75 late fee	11/1 - 11/17

Schedule Final Exam
You must have applied for graduation to schedule a final exam.

Meet with your committee to identify a final exam date well in advance. Submit your exam form and upload a complete draft of your dissertation to ProQuest at least 10 working days prior to the proposed exam date.

Second attempt final exam scheduling forms and drafts are due 15 working days prior to the proposed date of the exam.

More information: https://gradschool.wsu.edu/chapter-8-e/

Semester	Form Deadline
Spring 2022	4/8/2022
Summer 2022	7/15/2022
Fall 2022	11/3/2022
Spring 2023	4/7/2023
Summer 2023	7/14/2023
Fall 2023	11/2/2023

Complete Final Exam
Students must take their final exam by these deadlines. Exceptions cannot be made to extend these dates. The exam must be Monday - Friday, between 8am and 5pm, excluding holidays.

See the above deadlines for scheduling your final exam.

More information: https://gradschool.wsu.edu/chapter-8-e/

Semester	Last Day for Final Exams
Spring 2022	4/22/2022
Summer 2022	7/29/2022
Fall 2022	11/18/2022
Spring 2023	4/21/2023
Summer 2023	7/28/2023
Fall 2023	11/17/2023

Final Document Submission
You must update your ProQuest submission with your final dissertation (including revisions from your committee and the Graduate School). Also, ou must email your Hold Harmless form and SED completion certificate to radschool@wsu.edu. Your myWSU upload of your dissertation's title, stract, and signature pages must be approved by your committee and livered to the Graduate School.

All final documents (final dissertation, Hold Harmless, SED, and myWSU upload approved by your committee) are due 5 working days after your final exam.

Example Final Exam Date	Example Deadline
4/5/2023	4/12/2023

mmencement Participation
toral students may be hooded in the commencement ceremony if they completed all degree requirements - including having their final ments approved by the Graduate School - by noon on the Wednesday e the ceremony. Exceptions cannot be made to extend this deadline.

intending to participate in the ceremony must register at the tion Fair or at https://commencement.wsu.edu.

*WSU commencement ceremonies are currently held virtually and do not include a hooding ceremony for doctoral graduates.

For more information, please see https://commencement.wsu.edu.

22/2022

Updated 2/10/2022

ARE YOU CURRENTLY STAFF/FACULTY AT WSU?

Graduate School

PROGRAM OF STUDY REQUEST FORM

WSU ID: ____________________ DATE:
NAME: ____
DEGREE: Select One PROGRAM: ______________________________ THESIS/NON-THESIS:
RESEARCH TOPIC/GENERAL AREA: ____

INSTRUCTIONS FOR COMPLETING THE PROGRAM OF STUDY REQUEST FORM

Preparation of the program is the responsibility of the student in consultation with their advisor/committee chair and the committee. Students must complete this document in accordance with Graduate School policies and procedures. Once the program is completed and signed, submit this form to your Academic Coordinator for departmental review and subsequent forwarding to the Graduate School. The Graduate School must receive the Program of Study by the deadlines provided in the "Deadlines and Procedures" documents available on the Graduate School's website.

COURSEWORK INSTRUCTIONS

The student should supply appropriate information regarding courses taken and proposed, utilizing the WSU Catalog, Graduate School Catalog, WSU academic records, and official transcripts from other institutions. Transfer credit, if requested, should be reported exactly as it appears on the original transcript. Transfer credit hours should be reported in semester hours and/or will be converted by the Graduate School. For complete information regarding the Program of Study and coursework requirements, including the Transfer Policy, please consult the Graduate School Policies and Procedures, available at www.gradschool.wsu.edu/policies-procedures.

Many program requirements exceed those described below. Work with your Academic Coordinator to ensure you meet all applicable graduation requirements. In all cases, students must comply with the minimum standards of the Graduate School and of their individual program.

For All Degrees: Graduate students must maintain a 3.0 cumulative GPA at all times and must hold a 3.0 cumulative GPA and 3.0 GPA among courses listed on the Program of Study in order to graduate. The program may not include any courses graded Pass/Fail, courses not approved for graduate credit, or courses that are audited. The student must complete any graded course listed on the Program of Study with a grade of C or higher; the student must repeat any course listed on program in which they earn a grade of C- or below. Courses on the program in which the student earns a B- or below may not be removed from the program.

M.A./M.S. Thesis: The thesis degree program must consist of not less than 30 hours of approved graduate credit including a minimum of 21 hours of graded coursework and 4 hours of 700 Master's Research. Of these 21 hours of coursework, the student may use up to 6 credits of non-graduate level credit (300 or 400 level) with the approval of their department.

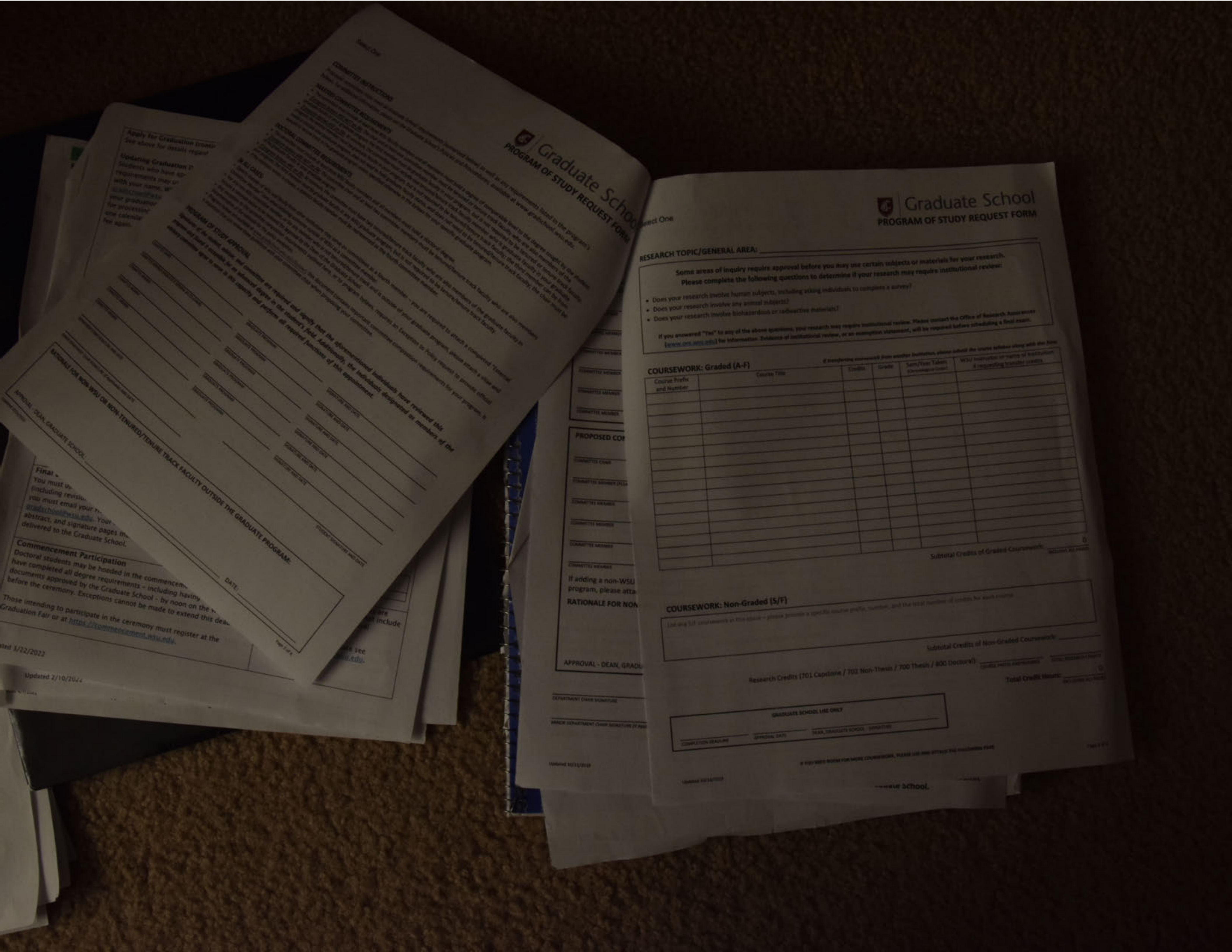
M.A./M.S. Non-Thesis: The non-thesis degree program must consist of not less than 30 hours of approved graduate credit including a minimum of 26 hours of graded coursework and a minimum of 4 hours of 702 Master's Research. Of these 26 hours of coursework, the student may use up to 9 credits of non-graduate level credit (300 or 400 level) with the approval of their department.

All Other Master's Degrees: Requirements for all other master's degrees are described in the Graduate School Catalog and in the graduate student handbook issued by each program.

Ph.D. and Ed.D.: The core of the Doctor of Philosophy (Ph.D.) and Doctor of Education (Ed.D.) program requirements vary by program. Of the minimum 15 hours of core graded coursework required on the Program of Study, none may be from non-graduate level courses. For programs with a larger core, no more than 9 credits of non-graduate credit (300 or 400 level) may be used with the approval of their department. Many doctoral programs have minimum requirements that exceed those described above; verify the required number of letter graded credits for your specific program with your academic coordinator. In all cases, students must comply with the minimum standards of their doctoral programs.

Seminar courses numbered 500 or above that are graded on a scale of A-F may be used as part of the student's core program. Courses graded S/F may not be applied towards the graded core. Additionally, only those courses graded on a scale of A-F taken in pursuit of the master's degree and/or transfer courses at a level equivalent to 500-level courses and applicable to the doctoral core program should be listed. *Any course included in the doctoral program in which a student earns a grade of C- or below must be repeated for a new grade of C or above before taking preliminary or final exams.*

In addition to the core requirement, the program shall show research and additional studies. This includes Independent Study (600) and Doctoral Research (800 – minimum of 20 hours), and any additional graded or S/F courses taken at WSU. Credit in this category, plus that in the core program, must total at least 72 hours. Additional credits may be required by some programs.



Graduate School
PROGRAM OF STUDY REQUEST FORM

Select One

RESEARCH TOPIC/GENERAL AREA: ____________________

Some areas of inquiry require approval before you may use certain subjects or materials for your research. Please complete the following questions to determine if your research may require institutional review:

- Does your research involve human subjects, including asking individuals to complete a survey?
- Does your research involve any animal subjects?
- Does your research involve biohazardous or radioactive materials?

If you answered "Yes" to any of the above questions, your research may require institutional review. Please contact the Office of Research Assurances (www.ora.wsu.edu) for information. Evidence of institutional review, or an exemption statement, will be required before scheduling a final exam.

COURSEWORK: Graded (A-F)

Course Prefix and Number	Course Title	Credits	Grade	Sem/Year Taken	WSU Instructor or name of institution if requesting transfer credits

Subtotal Credits of Graded Coursework: 0

COURSEWORK: Non-Graded (S/F)

Subtotal Credits of Non-Graded Coursework: ____

Research Credits (701 Capstone / 702 Non-Thesis / 700 Thesis / 800 Doctoral): ____ ____

Total Credit Hours: 0

GRADUATE SCHOOL USE ONLY

COMPLETION DEADLINE ____ APPROVAL DATE ____ DEAN, GRADUATE SCHOOL - SIGNATURE ____

Graduate School
PROGRAM OF STUDY REQUEST FORM

Select One

RATIONALE FOR NON-WSU OR NON-TENURED/TENURE TRACK FACULTY OUTSIDE THE GRADUATE PROGRAM:

APPROVAL - DEAN, GRADUATE SCHOOL: ____ DATE: ____

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If adding a non-WSU
program, please atta

RATIONALE FOR NON

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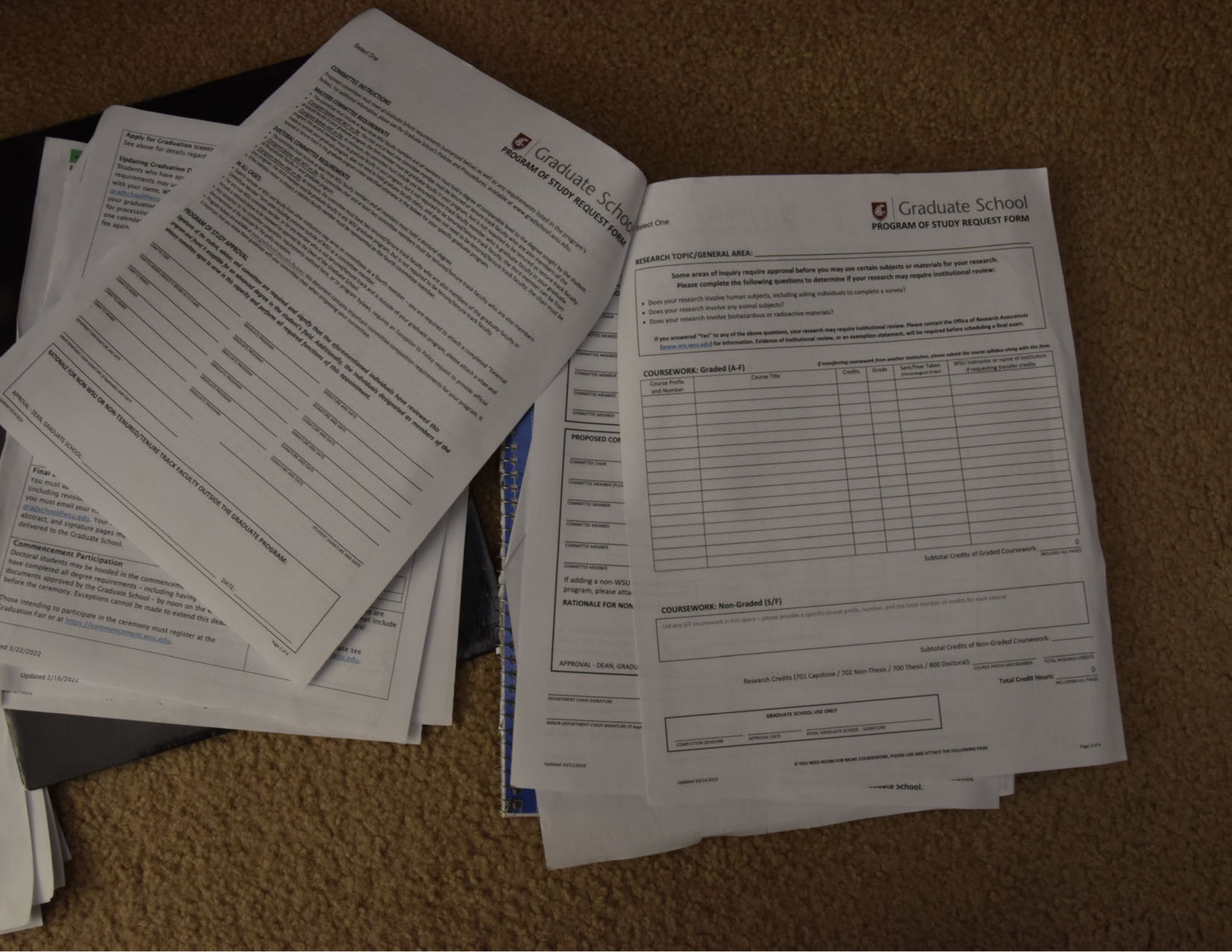
Commencement Participation

Doctoral students may be hooded in the commencem
have completed all degree requirements – including havin
documents approved by the Graduate School – by noon on the
before the ceremony. Exceptions cannot be made to extend this dea

Those intending to participate in the ceremony must register at the
Graduation Fair or at https://commencement.wsu.edu.

Updated 2/10/2022



Apply for Graduation (conti
See above for details regar

Updating Graduation D
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Select One

Graduate School
PROGRAM OF STUDY REQUEST FORM

COMMITTEE INSTRUCTIONS

MASTERS COMMITTEE REQUIREMENTS

DOCTORAL COMMITTEE REQUIREMENTS

IN ALL CASES:

PROGRAM OF STUDY APPROVAL

Signatures of the student, advisor, and committee are required and signify that the aforementioned individuals have reviewed this program and found it acceptable for an advanced degree in the student's field. Additionally, the individuals designated as members of the advisory committee agree to serve in this capacity and perform all required functions of this appointment.

SIGNATURE AND DATE

SIGNATURE AND DATE

SIGNATURE AND DATE

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SIGNATURE AND DATE

STUDENT SIGNATURE AND DATE

RATIONALE FOR NON-WSU OR NON-TENURED/TENURE TRACK FACULTY OUTSIDE THE GRADUATE PROGRAM:

APPROVAL - DEAN, GRADUATE SCHOOL: DATE:

Final
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delivered to the Graduate School.

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Updated 2/10/2022

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program, please atta

RATIONALE FOR NON

APPROVAL - DEAN, GRADU

Select One

Graduate School
PROGRAM OF STUDY REQUEST FORM

RESEARCH TOPIC/GENERAL AREA: ______

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- Does your research involve any animal subjects?
- Does your research involve biohazardous or radioactive materials?

If you answered "Yes" to any of the above questions, your research may require institutional review. Please contact the Office of Research Assurances (www.ors.wsu.edu) for information. Evidence of institutional review, or an exemption statement, will be required before scheduling a final exam.

COURSEWORK: Graded (A-F)

If transferring coursework from another institution, please submit the course syllabus along with this form

Course Prefix and Number	Course Title	Credits	Grade	Sem/Year Taken (Chronological Order)	WSU instructor or name of institution if requesting transfer credits

Subtotal Credits of Graded Coursework: 0 (INCLUDES ALL PAGES)

COURSEWORK: Non-Graded (S/F)

List any S/F coursework in this space – please provide a specific course prefix, number, and the total number of credits for each course

Subtotal Credits of Non-Graded Coursework: ______

Research Credits (701 Capstone / 702 Non-Thesis / 700 Thesis / 800 Doctoral): ______ COURSE PREFIX AND NUMBER ______ TOTAL RESEARCH CREDITS

Total Credit Hours: 0 (INCLUDING ALL PAGES)

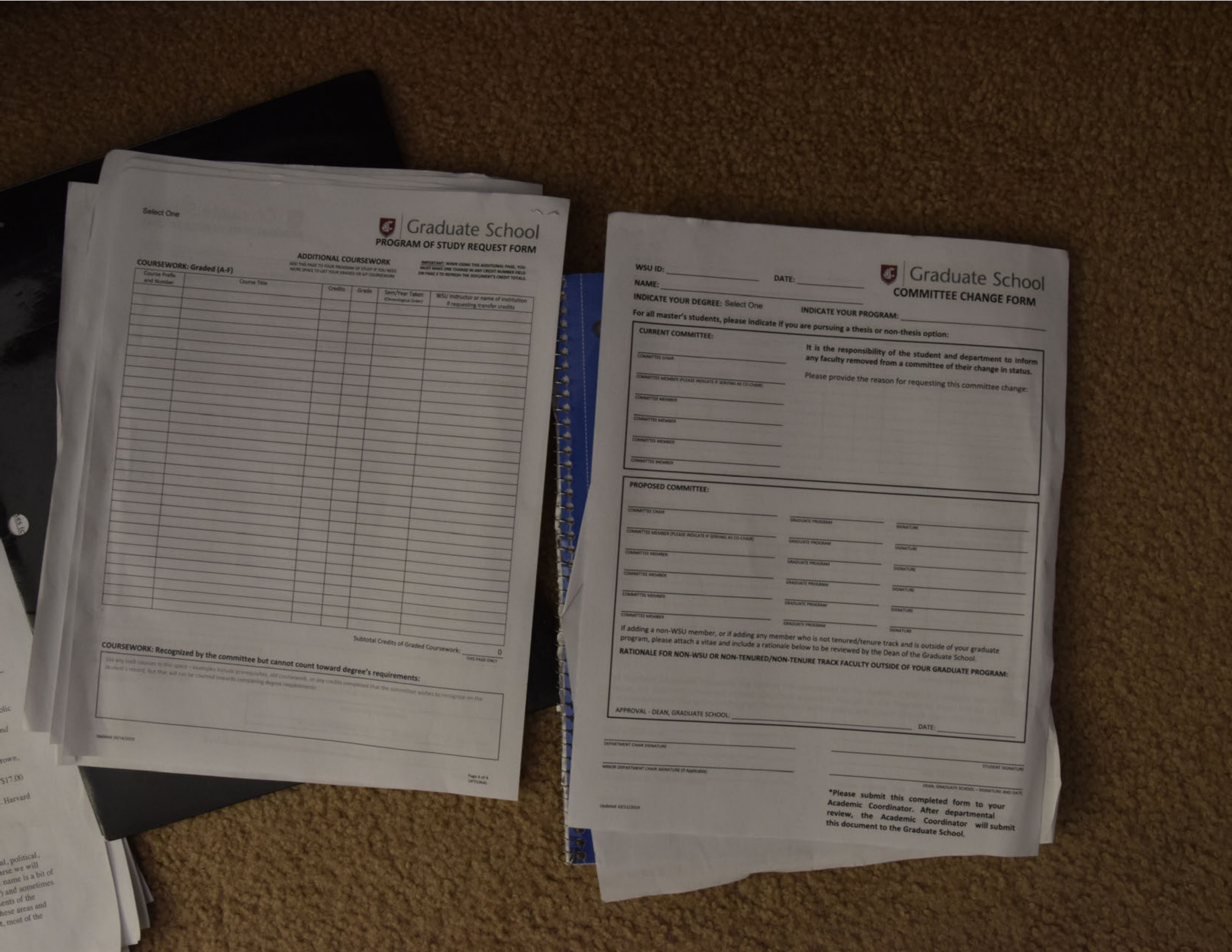
GRADUATE SCHOOL USE ONLY

COMPLETION DEADLINE ______ APPROVAL DATE ______ DEAN, GRADUATE SCHOOL - SIGNATURE ______

IF YOU NEED ROOM FOR MORE COURSEWORK, PLEASE USE AND ATTACH THE FOLLOWING PAGE

Page 3 of 4

Updated 10/14/2019



Select One

Graduate School
PROGRAM OF STUDY REQUEST FORM

ADDITIONAL COURSEWORK

ADD THIS PAGE TO YOUR PROGRAM OF STUDY IF YOU NEED MORE SPACE TO LIST YOUR GRADED OR S/F COURSEWORK

IMPORTANT: WHEN USING THIS ADDITIONAL PAGE, YOU MUST MAKE ONE CHANGE IN ANY CREDIT NUMBER FIELD ON PAGE 3 TO REFRESH THE DOCUMENT'S CREDIT TOTALS.

COURSEWORK: Graded (A-F)

Course Prefix and Number	Course Title	Credits	Grade	Sem/Year Taken (Chronological Order)	WSU Instructor or name of institution if requesting transfer credits

Subtotal Credits of Graded Coursework: 0
THIS PAGE ONLY

COURSEWORK: Recognized by the committee but cannot count toward degree's requirements:

List any such courses in this space – examples include prerequisites, old coursework, or any credits completed that the committee wishes to recognize on the student's record, but that will not be counted towards completing degree requirements

Updated 10/14/2019

Page 6 of 6
OPTIONAL

WSU ID: ______________ DATE: ______________

NAME: ______________

Graduate School
COMMITTEE CHANGE FORM

INDICATE YOUR DEGREE: Select One

INDICATE YOUR PROGRAM: ______________

For all master's students, please indicate if you are pursuing a thesis or non-thesis option:

CURRENT COMMITTEE:

COMMITTEE CHAIR

COMMITTEE MEMBER (PLEASE INDICATE IF SERVING AS CO-CHAIR)

COMMITTEE MEMBER

COMMITTEE MEMBER

COMMITTEE MEMBER

COMMITTEE MEMBER

It is the responsibility of the student and department to inform any faculty removed from a committee of their change in status.

Please provide the reason for requesting this committee change:

PROPOSED COMMITTEE:

COMMITTEE CHAIR	GRADUATE PROGRAM	SIGNATURE
COMMITTEE MEMBER (PLEASE INDICATE IF SERVING AS CO-CHAIR)	GRADUATE PROGRAM	SIGNATURE
COMMITTEE MEMBER	GRADUATE PROGRAM	SIGNATURE
COMMITTEE MEMBER	GRADUATE PROGRAM	SIGNATURE
COMMITTEE MEMBER	GRADUATE PROGRAM	SIGNATURE
COMMITTEE MEMBER	GRADUATE PROGRAM	SIGNATURE

If adding a non-WSU member, or if adding any member who is not tenured/tenure track and is outside of your graduate program, please attach a vitae and include a rationale below to be reviewed by the Dean of the Graduate School.

RATIONALE FOR NON-WSU OR NON-TENURED/NON-TENURE TRACK FACULTY OUTSIDE OF YOUR GRADUATE PROGRAM:

APPROVAL - DEAN, GRADUATE SCHOOL: ______________ DATE: ______________

DEPARTMENT CHAIR SIGNATURE

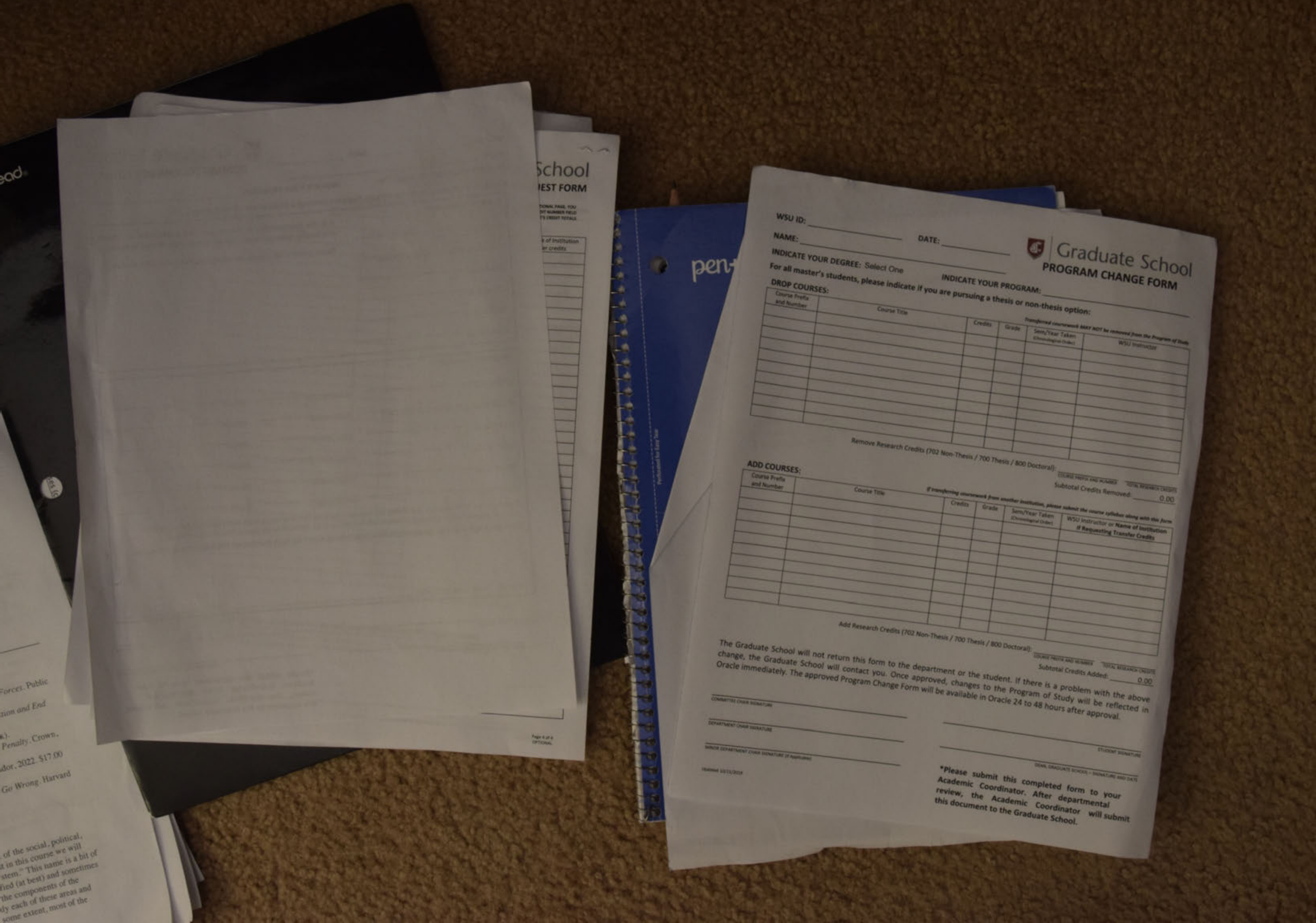
MINOR DEPARTMENT CHAIR SIGNATURE (If Applicable)

STUDENT SIGNATURE

DEAN, GRADUATE SCHOOL – SIGNATURE AND DATE

***Please submit this completed form to your Academic Coordinator. After departmental review, the Academic Coordinator will submit this document to the Graduate School.**

Updated 10/11/2019



WSU ID: ______________

NAME: ______________ DATE: ______________

Graduate School
PROGRAM CHANGE FORM

INDICATE YOUR DEGREE: Select One

INDICATE YOUR PROGRAM: ______________

For all master's students, please indicate if you are pursuing a thesis or non-thesis option: ______________

DROP COURSES:

Transferred coursework MAY NOT be removed from the Program of Study

Course Prefix and Number	Course Title	Credits	Grade	Sem/Year Taken (Chronological Order)	WSU Instructor

Remove Research Credits (702 Non-Thesis / 700 Thesis / 800 Doctoral): ______________ COURSE PREFIX AND NUMBER ______________ TOTAL RESEARCH CREDITS

Subtotal Credits Removed: 0.00

ADD COURSES:

If transferring coursework from another institution, please submit the course syllabus along with this form

Course Prefix and Number	Course Title	Credits	Grade	Sem/Year Taken (Chronological Order)	WSU Instructor or **Name of Institution if Requesting Transfer Credits**

Add Research Credits (702 Non-Thesis / 700 Thesis / 800 Doctoral): ______________ COURSE PREFIX AND NUMBER ______________ TOTAL RESEARCH CREDITS

Subtotal Credits Added: 0.00

The Graduate School will not return this form to the department or the student. If there is a problem with the above change, the Graduate School will contact you. Once approved, changes to the Program of Study will be reflected in Oracle immediately. The approved Program Change Form will be available in Oracle 24 to 48 hours after approval.

____
COMMITTEE CHAIR SIGNATURE

____
DEPARTMENT CHAIR SIGNATURE

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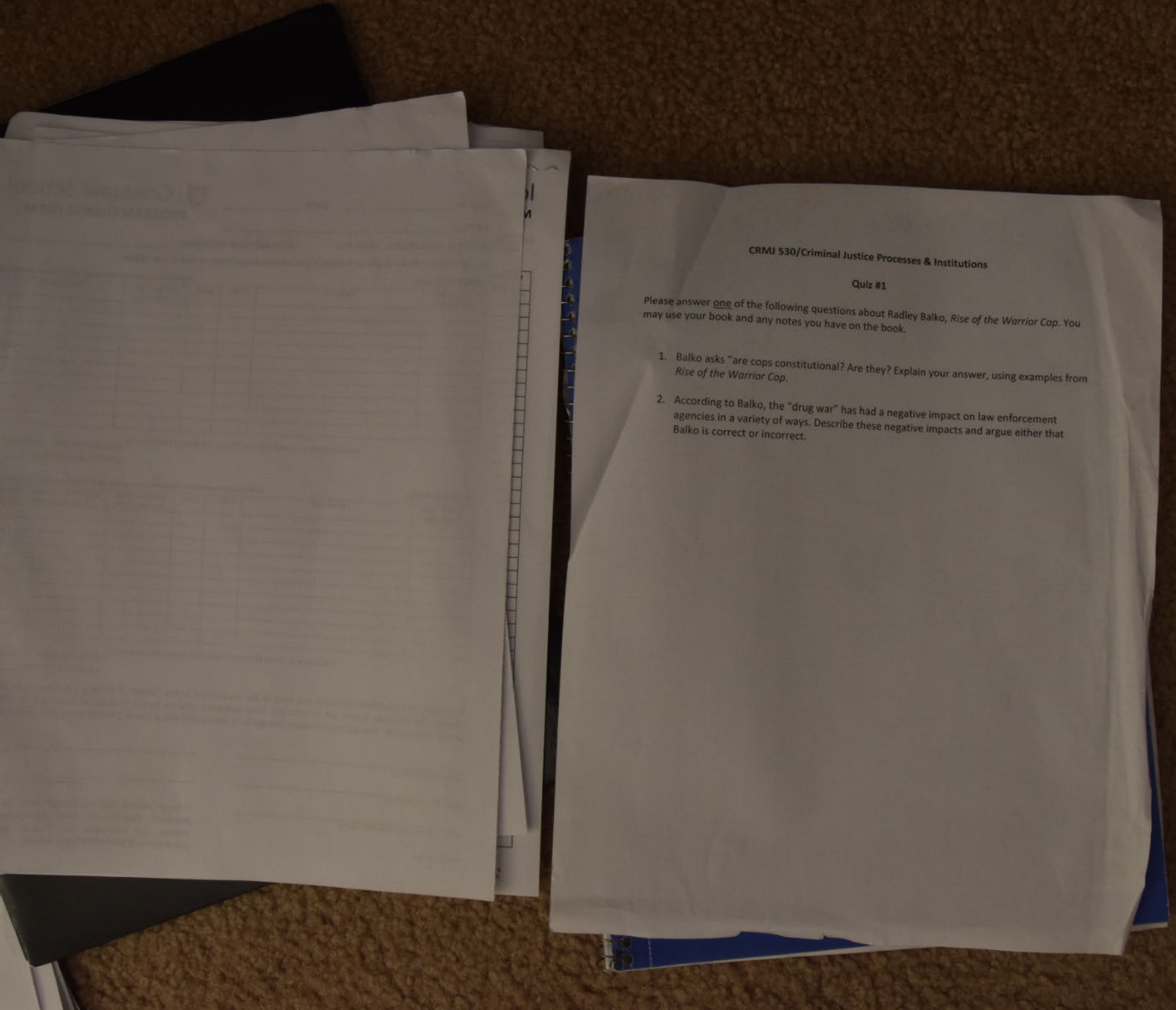
MINOR DEPARTMENT CHAIR SIGNATURE (if Applicable)

____
STUDENT SIGNATURE

____
DEAN, GRADUATE SCHOOL – SIGNATURE AND DATE

Updated [illegible]

***Please submit this completed form to your Academic Coordinator. After departmental review, the Academic Coordinator will submit this document to the Graduate School.**

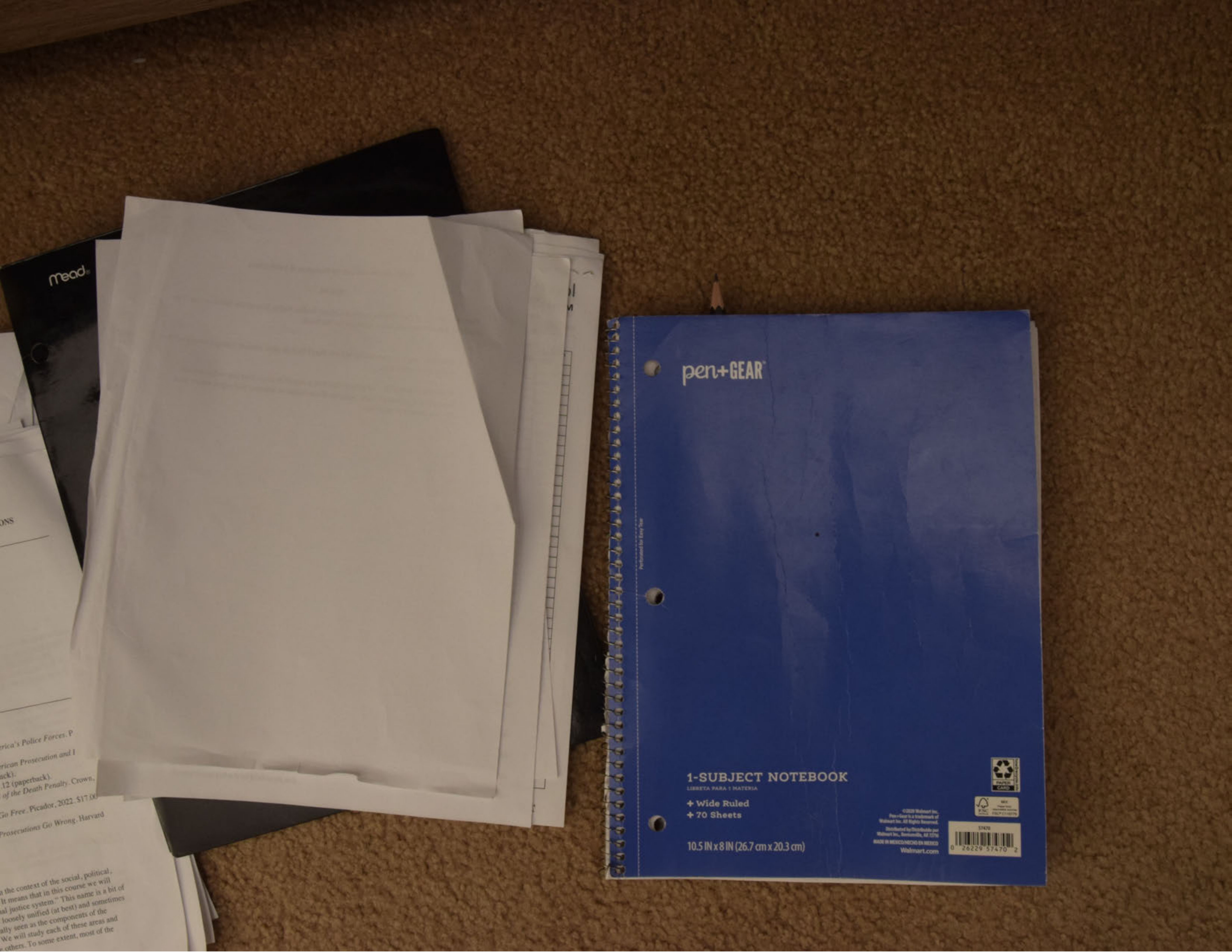


CRMJ 530/Criminal Justice Processes & Institutions

Quiz #1

Please answer one of the following questions about Radley Balko, *Rise of the Warrior Cop*. You may use your book and any notes you have on the book.

1. Balko asks "are cops constitutional? Are they? Explain your answer, using examples from *Rise of the Warrior Cop*.
2. According to Balko, the "drug war" has had a negative impact on law enforcement agencies in a variety of ways. Describe these negative impacts and argue either that Balko is correct or incorrect.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LIBRETA PARA 1 MATERIA
+ Wide Ruled
+ 70 Sheets
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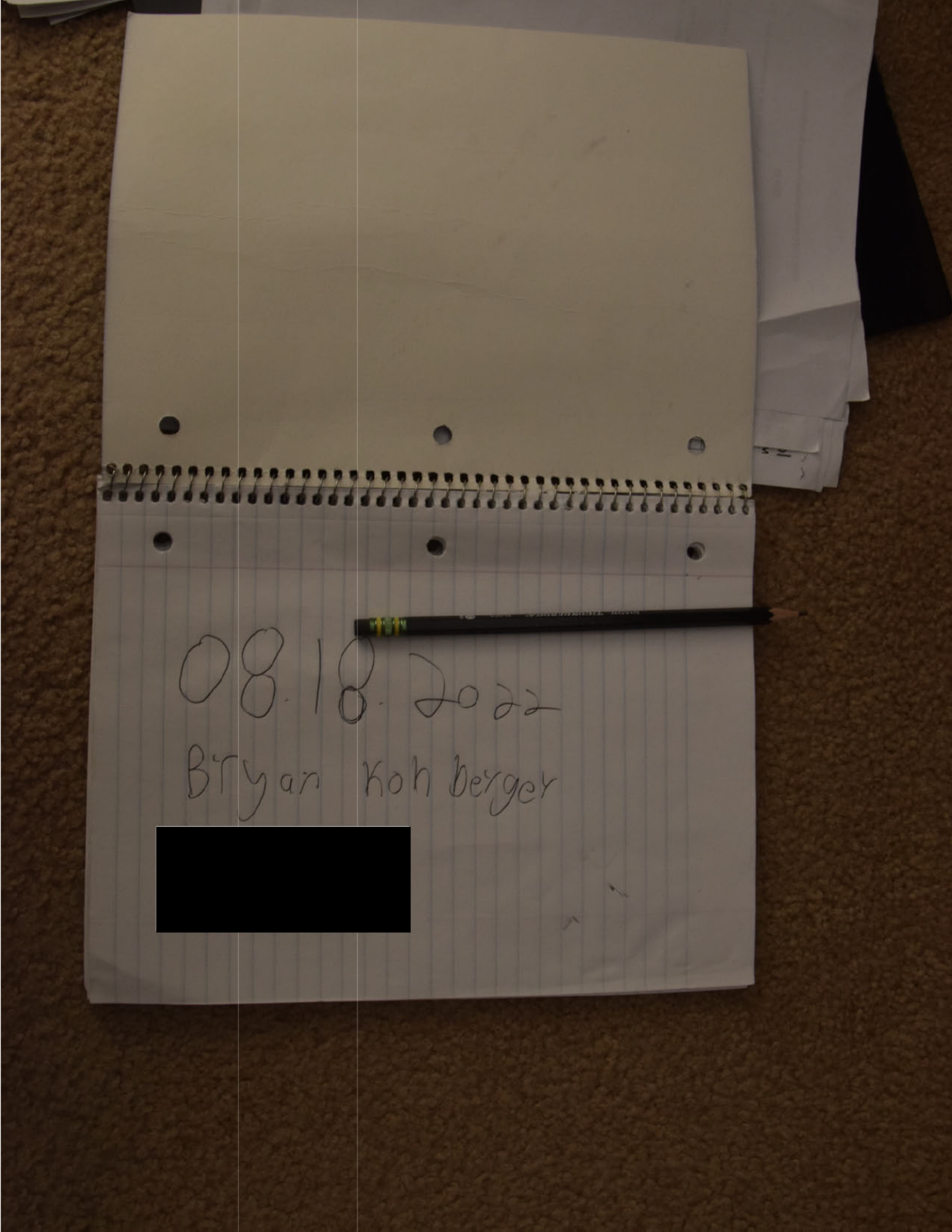

08.18.2022

Bryan Kohberger

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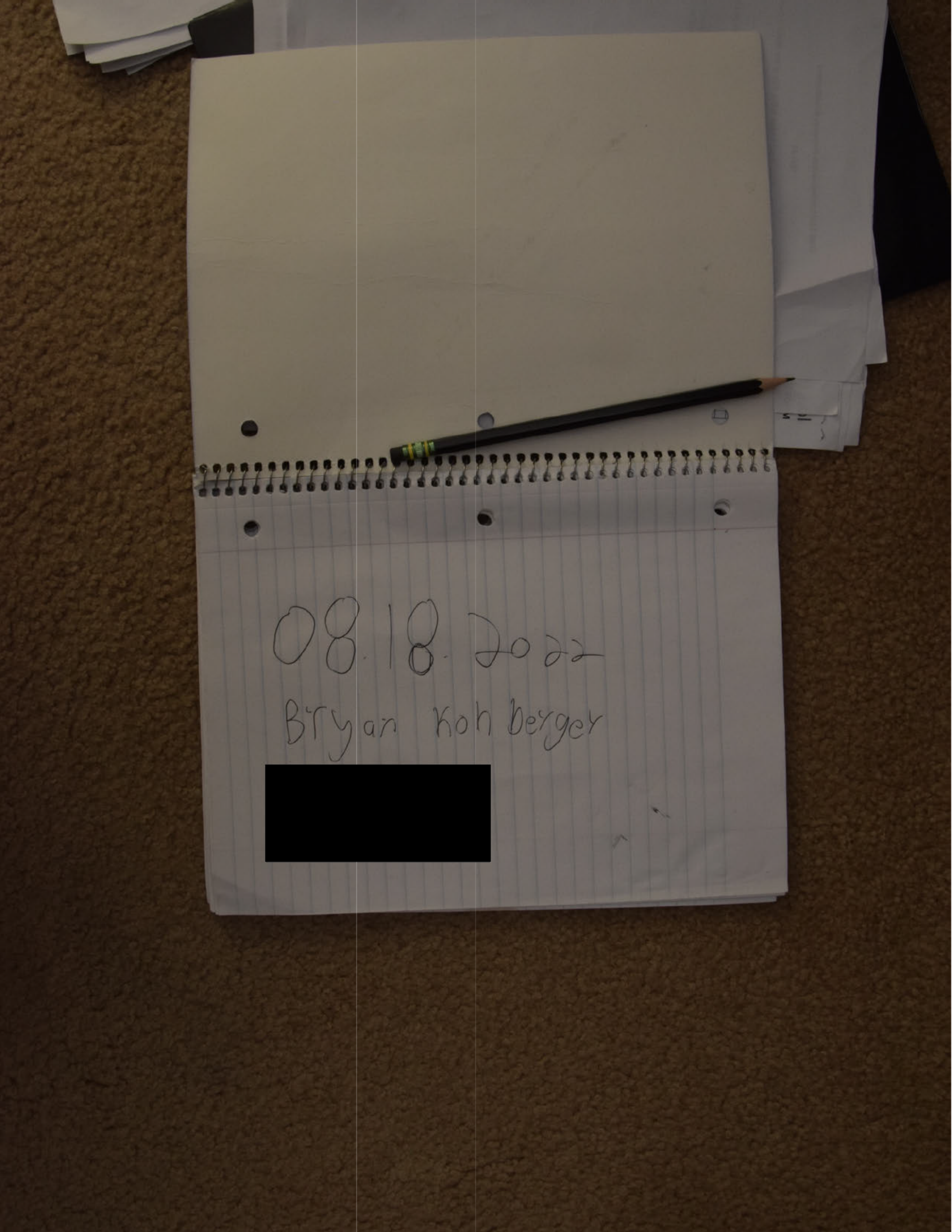

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Bryan Kohberger

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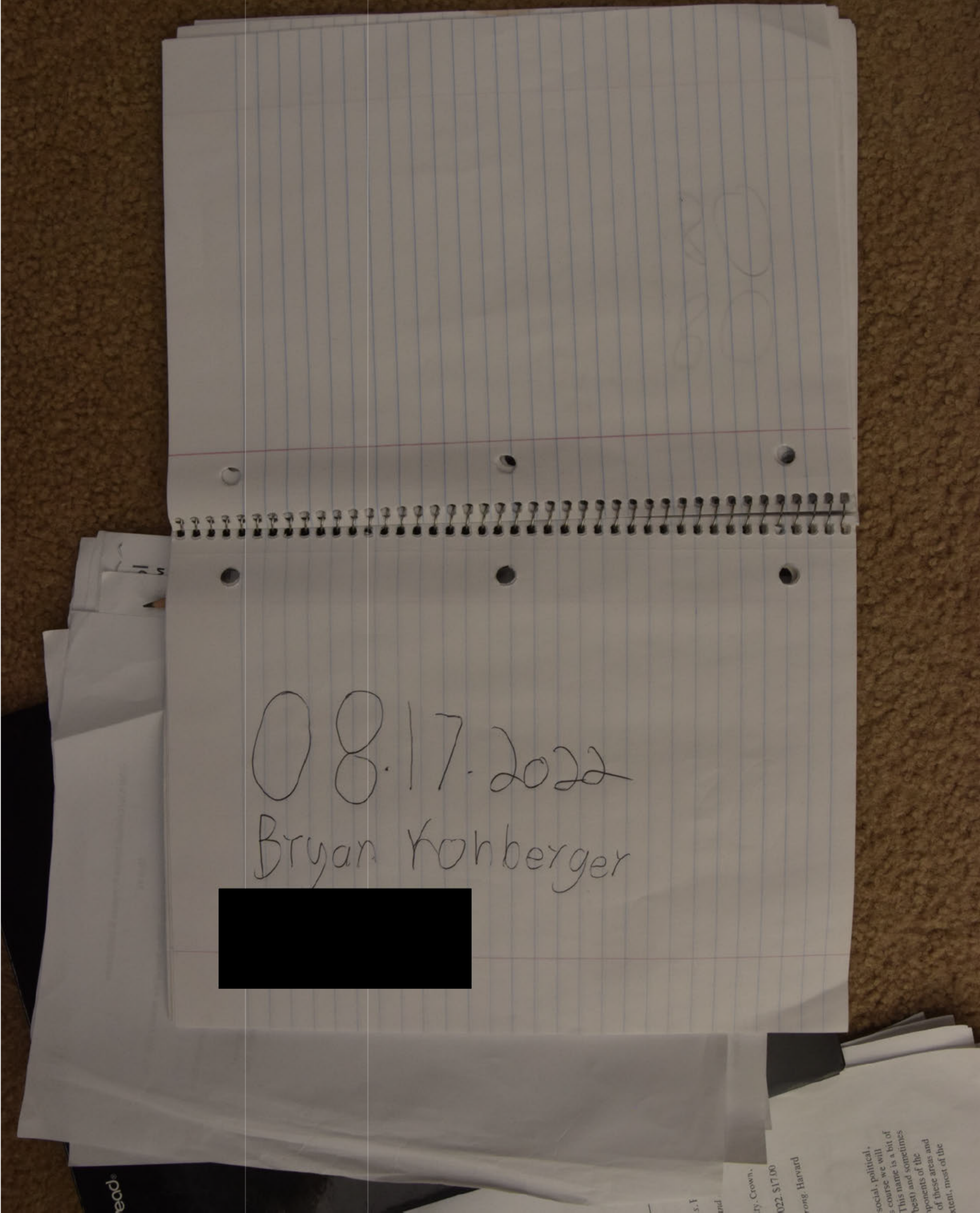

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Bryan Kohberger

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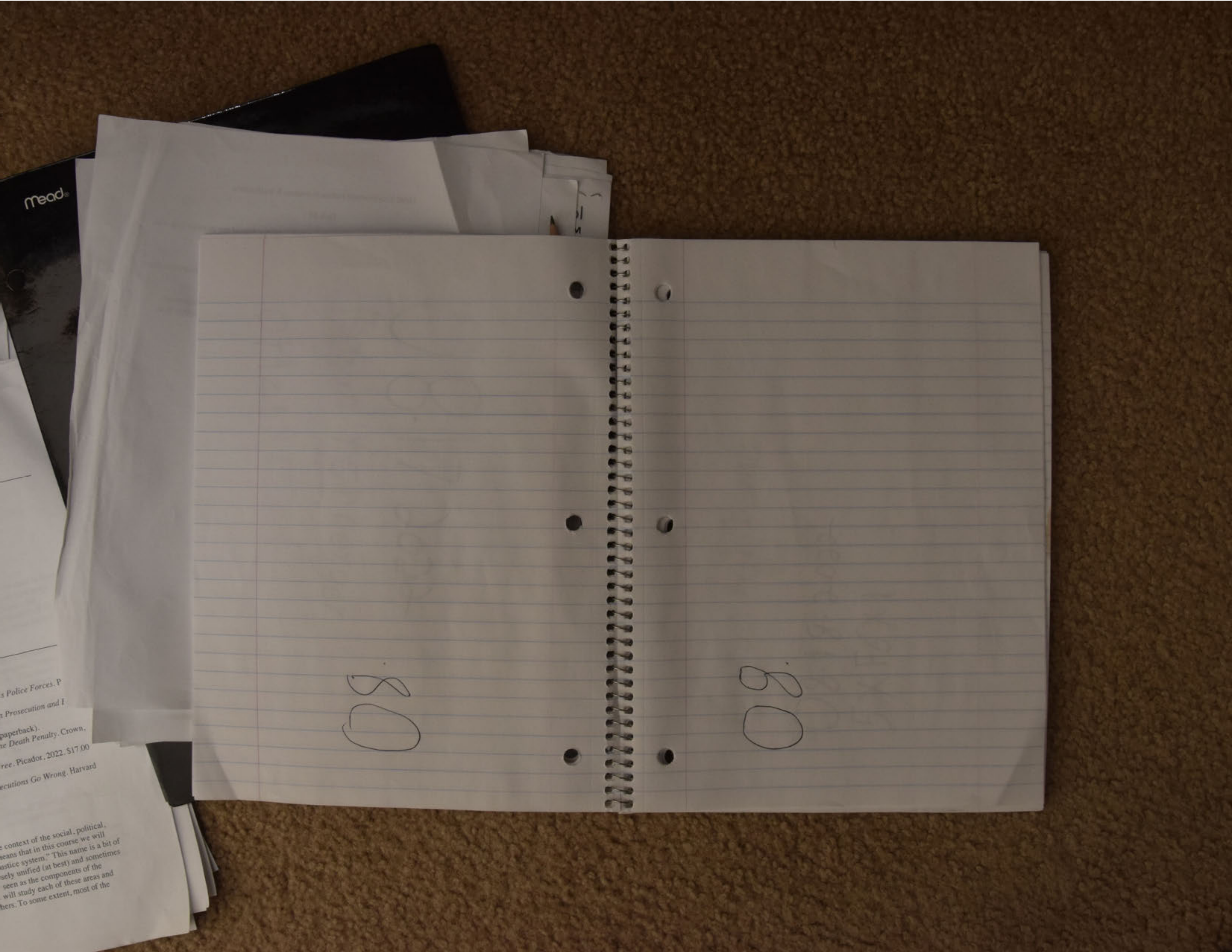

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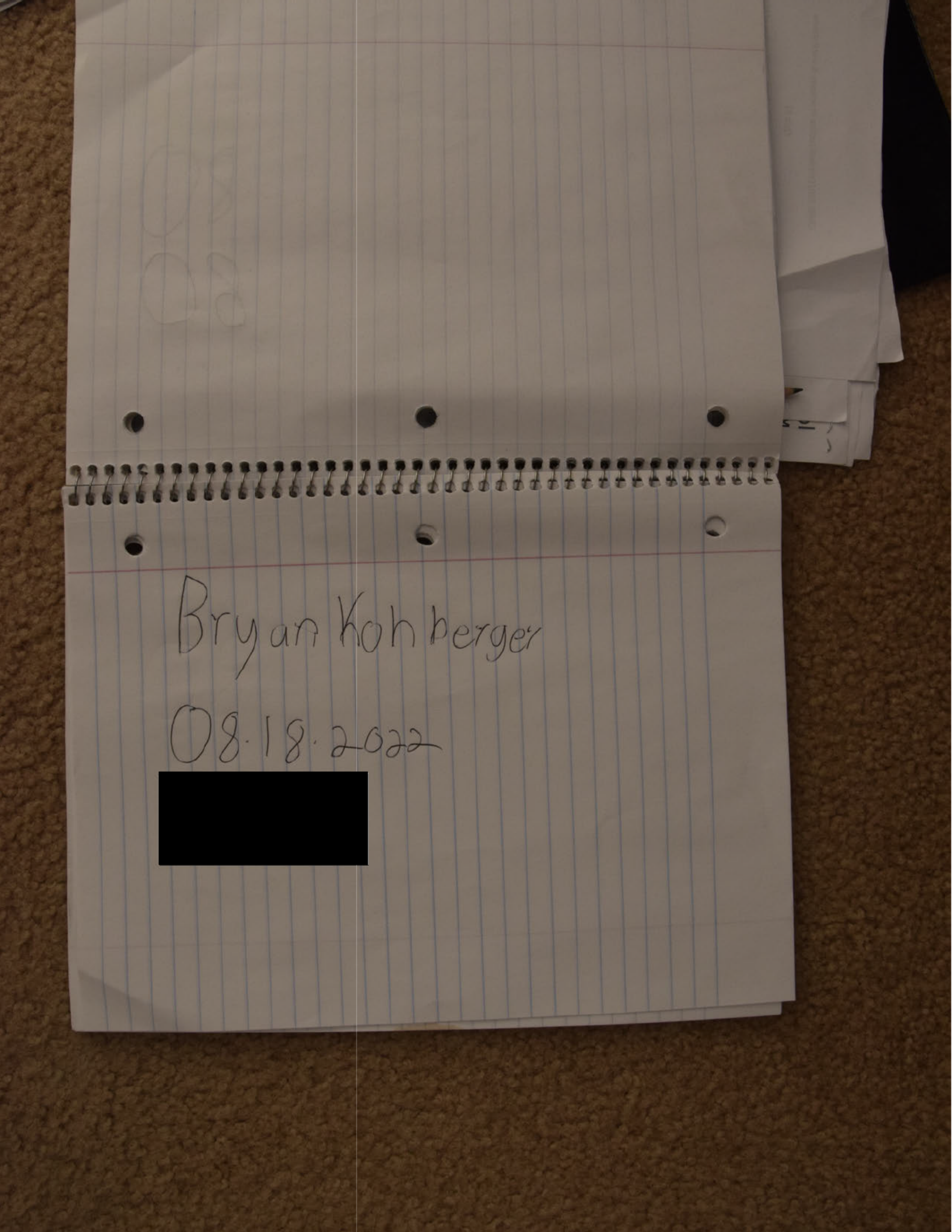
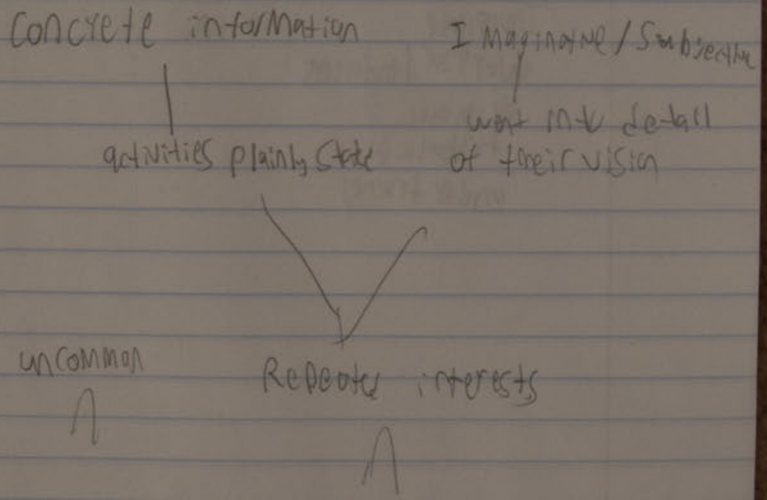


Bryan Kohberger

08.18.2022

[redacted]

A pattern that emerged was that, in general, members of our cohort liked activities that involved the outdoors, as well as discussing topics. Though not explicitly stated, and instead implicitly communicated, cohort members enjoyed communicating their thoughts and perspectives. Further, it seemed that others' interests seemed to coincide in a manner that suggests influence (ie, one person stated their love for nature and others followed along.)


Concrete information
Imaginative / Subjective
activities plainly state
went into detail of their vision
uncommon
Repeated interests

Crime

profit
reactive aggression
lack of respect f/ authority
SES Mobility
power

corrections

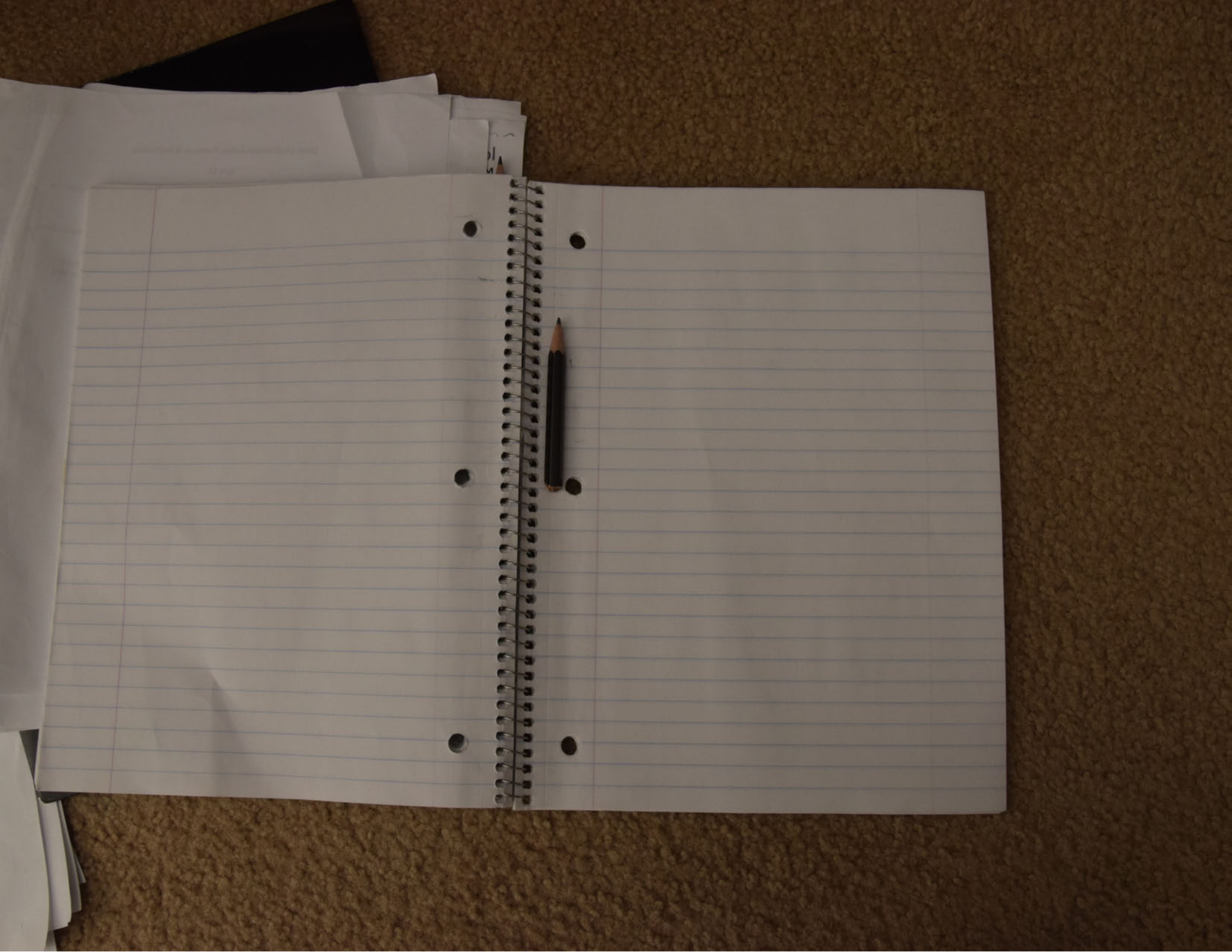
permanent label
  business
  incapacitation
  retribution
  inadequate rx

police

  investigate
  warrior / enforcers
    alienated
    tribalized
    under trained

Courts

judgement / punishment
overburdened
favors wealthy def.
adversarial
protect gov



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STUDENT SURVIVAL KIT

FALL 2022

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YUGO PULLMAN HILLS
DEALS ON PAGE 49

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MODERN AND ELEGANT
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509-388-2603

2022

QTY- 90
UNIT- E
DISP- 90

DAYS SUPPLY 90

NDC 68180-0969-01

SIG TAKE 1 TABLET(S) BY MOUTH EVERY MORNING ON AN EMPTY STOMACH

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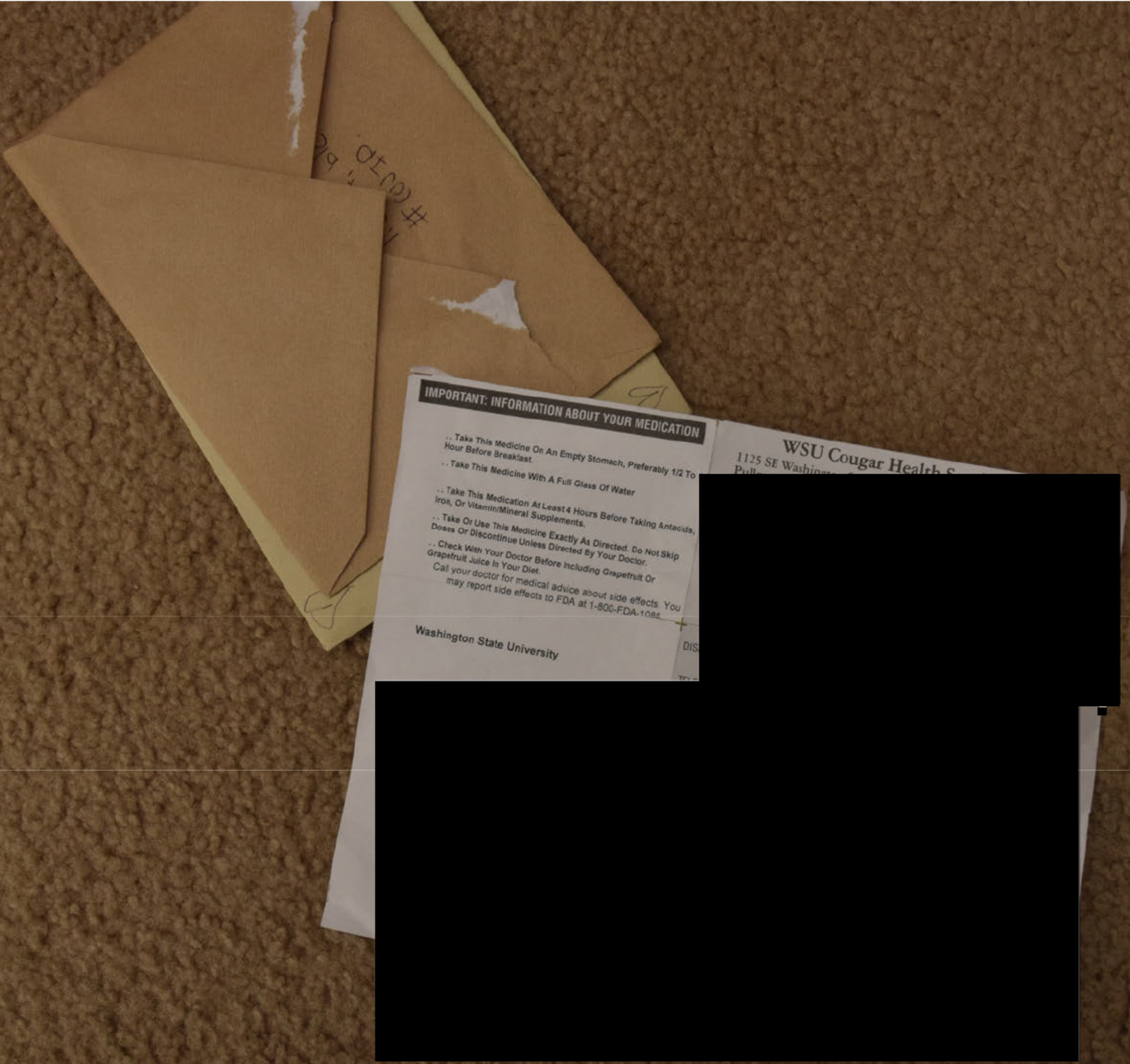
DISPENSE AS WRITTEN

DR. M LYNN APRN

DEA NBR.
WEL NBR.
STATE LICENSE



IMPORTANT: INFORMATION ABOUT YOUR MEDICATION

- . . Take This Medicine On An Empty Stomach, Preferably 1/2 To 1 Hour Before Breakfast.
- . . Take This Medicine With A Full Glass Of Water
- . . Take This Medication At Least 4 Hours Before Taking Antacids, Iron, Or Vitamin/Mineral Supplements.
- . . Take Or Use This Medicine Exactly As Directed. Do Not Skip Doses Or Discontinue Unless Directed By Your Doctor.
- . . Check With Your Doctor Before Including Grapefruit Or Grapefruit Juice In Your Diet.

Call your doctor for medical advice about side effects. You may report side effects to FDA at 1-800-FDA-1088.

Washington State University

WSU Cougar Health

1125 SE Washin

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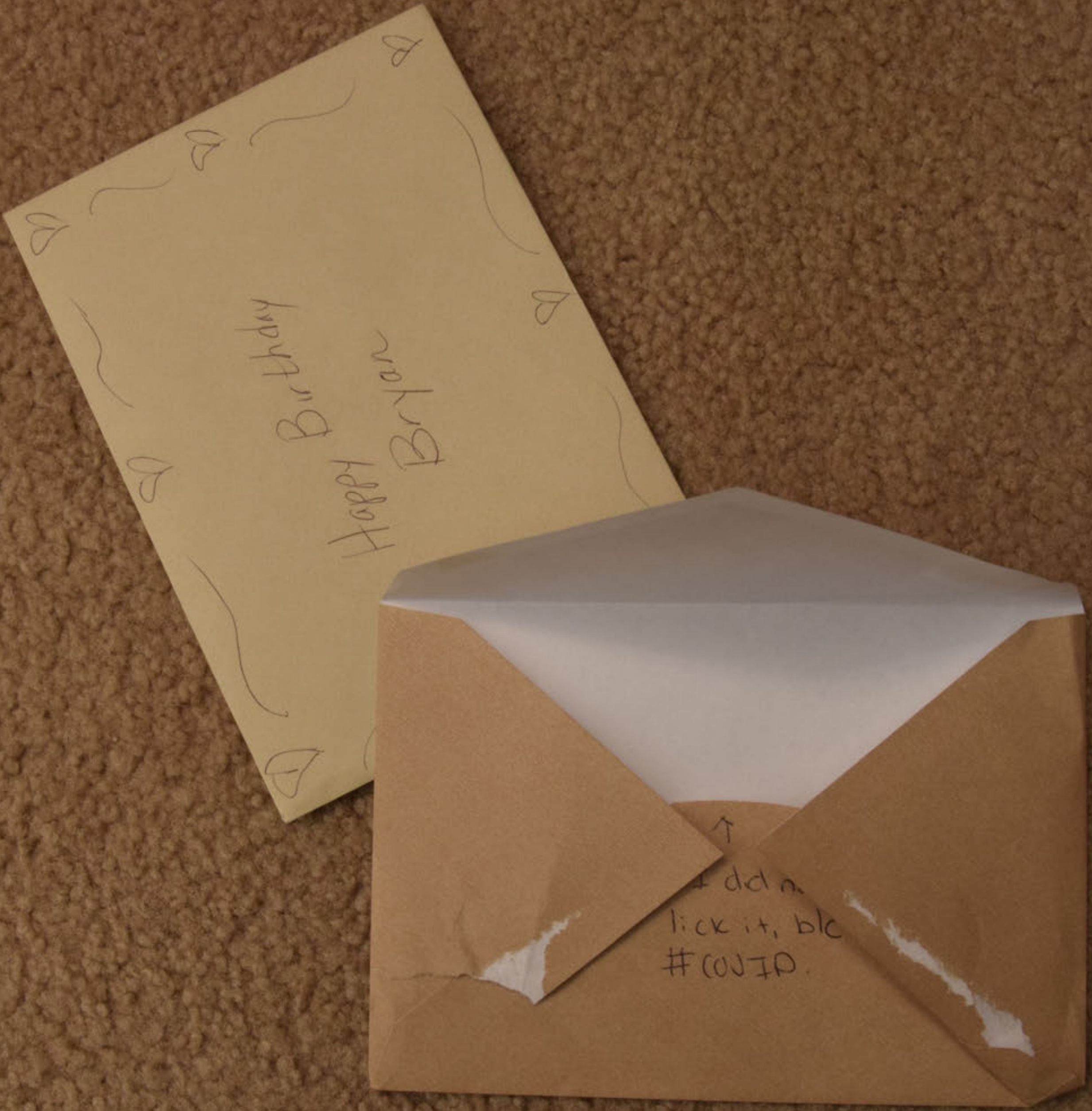
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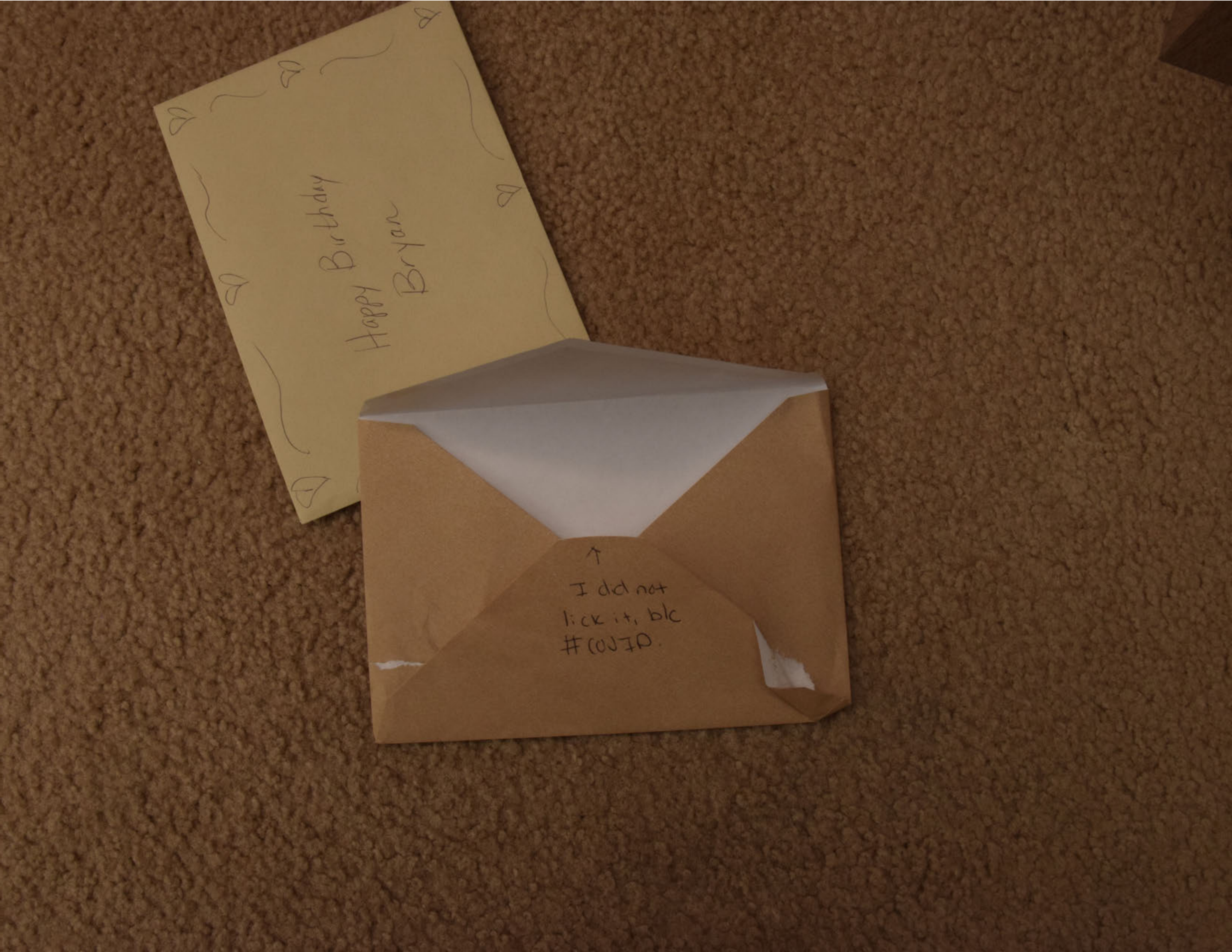

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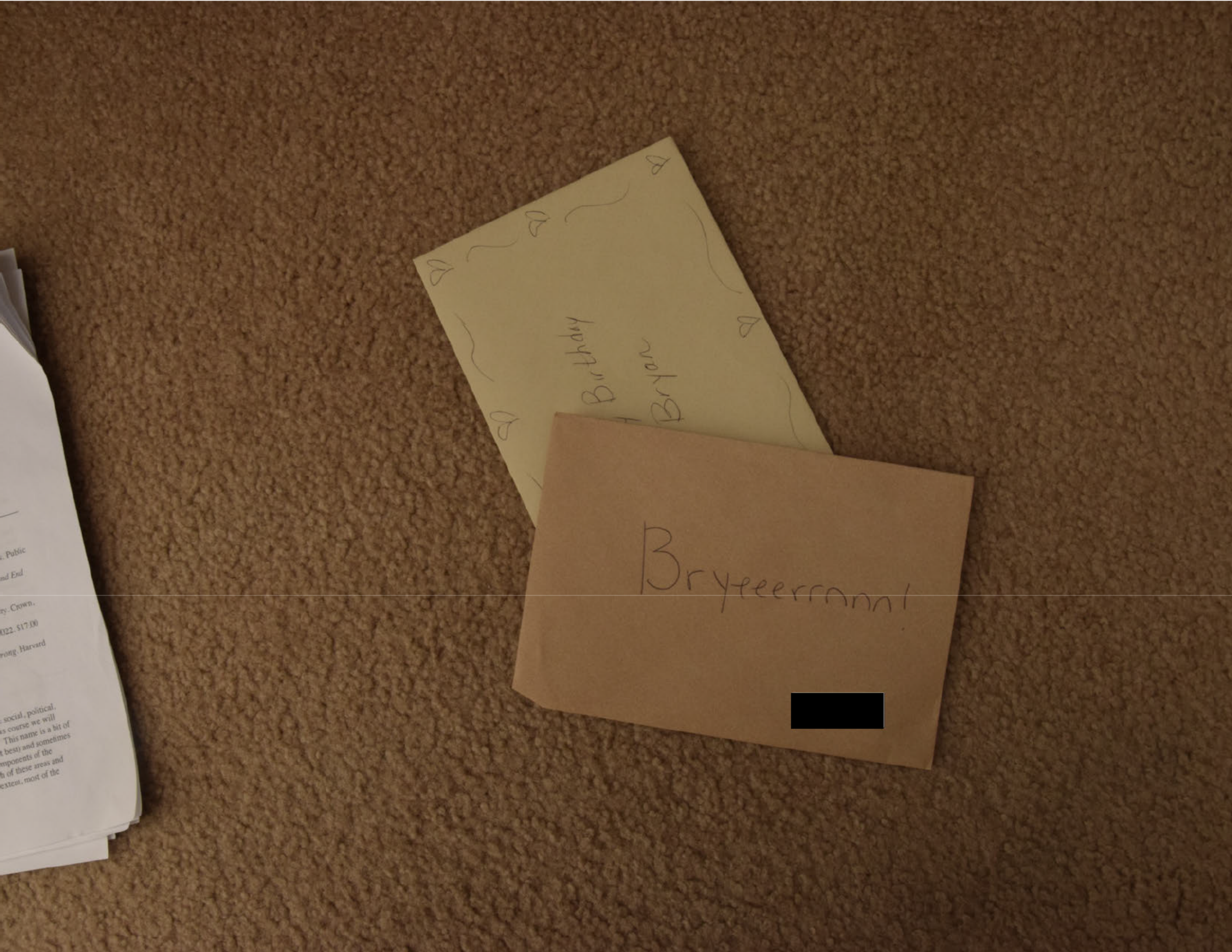
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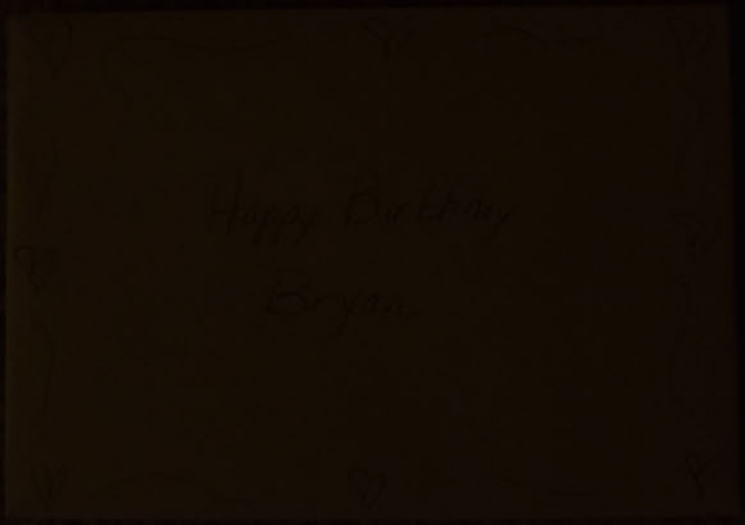
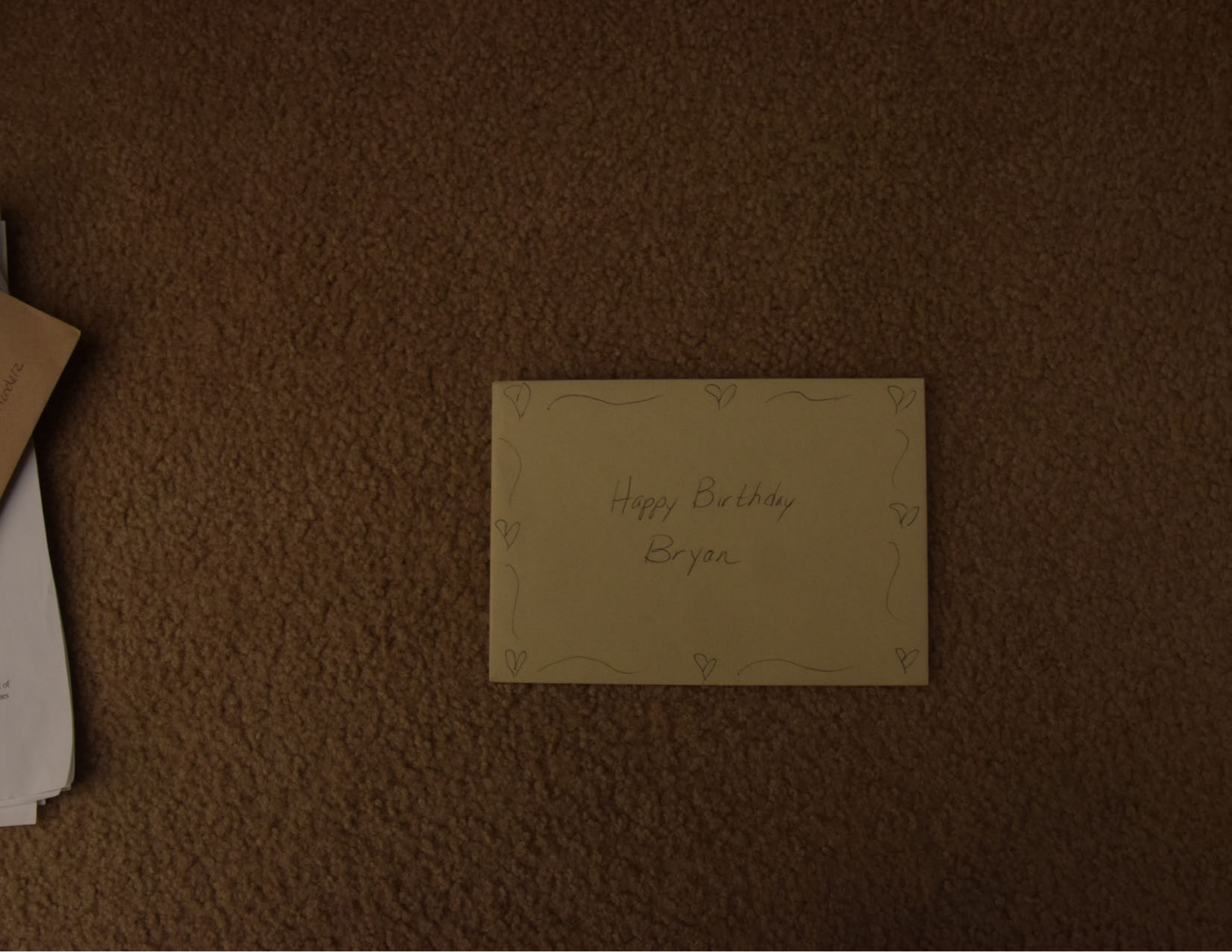


Happy Birthday

Bryan

Happy Birthday

Bryan



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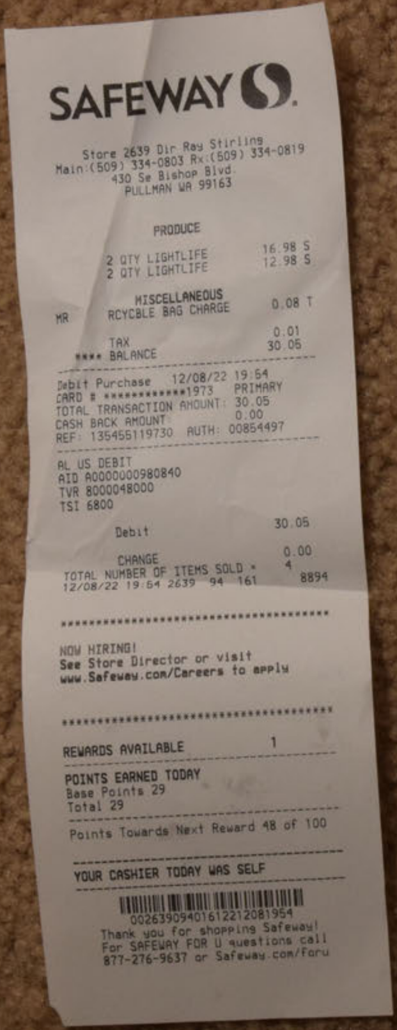

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CARD # ************1973 PRIMARY
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CASH BACK AMOUNT: 0.00
REF: 135455119730 AUTH: 00854497

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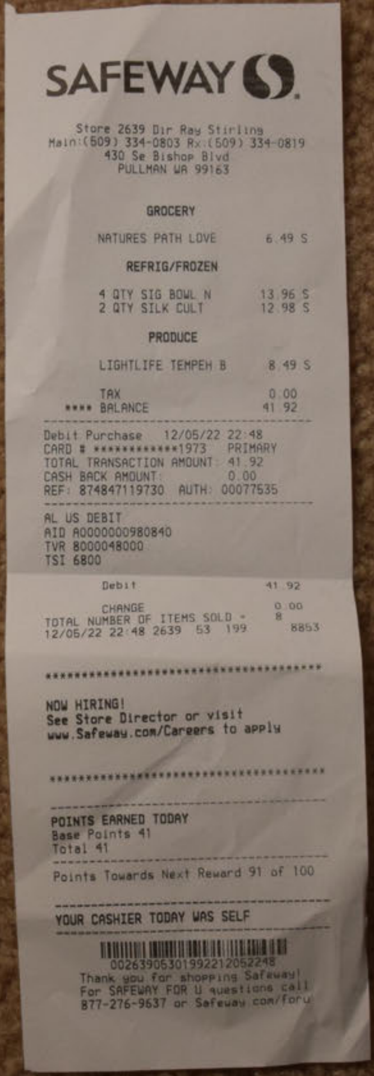

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CARD # ************1973 PRIMARY
TOTAL TRANSACTION AMOUNT: 41.92
CASH BACK AMOUNT: 0.00
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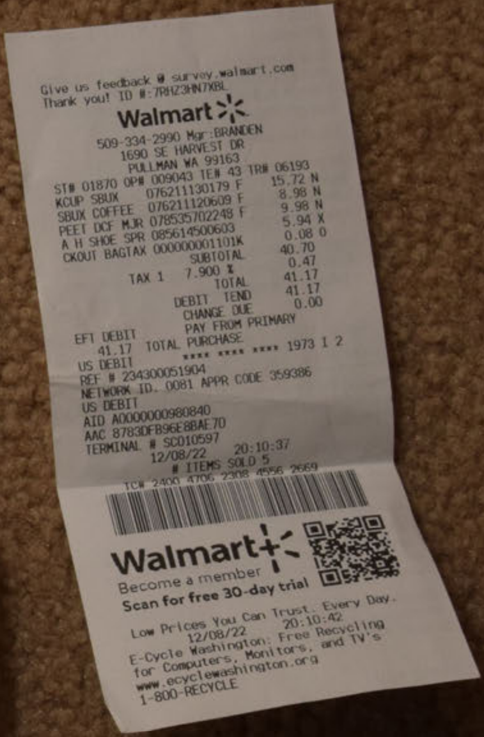

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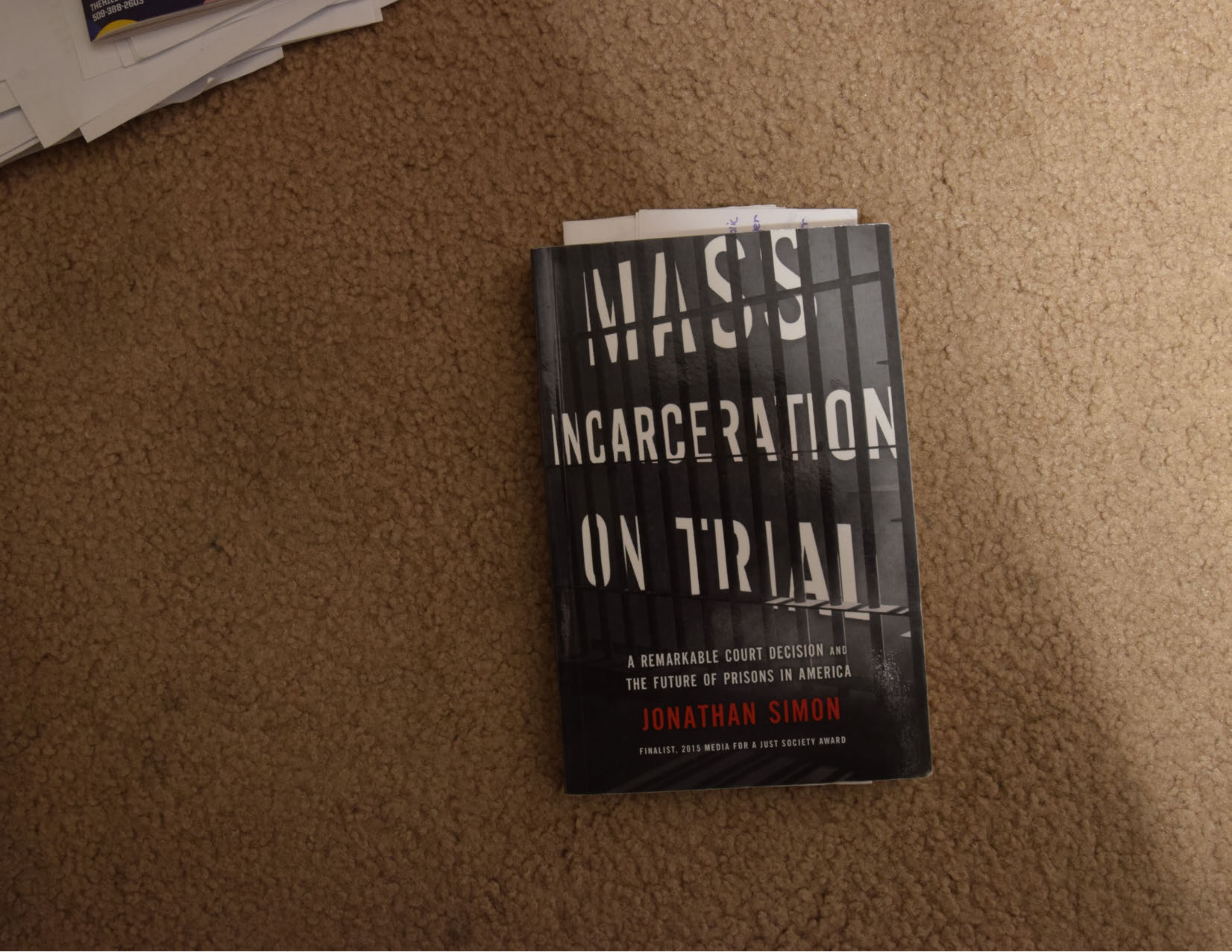


MASS INCARCERATION ON TRIAL

A REMARKABLE COURT DECISION AND THE FUTURE OF PRISONS IN AMERICA

JONATHAN SIMON

FINALIST, 2015 MEDIA FOR A JUST SOCIETY AWARD

SIMON → MASS INCARCERATION ON TRIAL

QUAN: Rate explosion
QUAL: Security + Health care failure

X (7-9) What did the 3-judge federal court rule in the Coleman V. Schwarzenegger case - regarding the "quantitative" and "qualitative" (use S's term) features of California's incarceration practices? How did this ruling and the US Supreme Court's affirmation of it represent a departure from previous judicial branch attitudes toward corrections? Which US Supreme Court justice's dissent represented the "common sense" approach to crime policy, and how so?
→ not a public safety danger
↳ Alito, 46K concern

Dignity + Safety = 2gether

Intro X(9-11) What is the key moral lesson Simon argues has emerged from the Brown V. Plata case? How does Simon relate this to considerations of mass incarceration and race? RACE + HEALTH = 2gether

→ RACISM BABY

Ch.1 X(17-19) What is Simon's Mississippi analogy? What is the difference between "mass incarceration" and "total incarceration"? What do incarceration data show about California relative to other "regions" in terms of incarceration trends? 2nd highest to South in '09
RATIONALE 4?

→ State + County

(19-21) What were the key cultural political shifts affecting CA's move toward mass incarceration in recent decades? What became the prevailing "common sense"?
↳ incarceration = Preferred

Media + Public coverage
→ Increased Rates

X (21-23) What were some of the larger social trends prevalent in the 1970's serving as the backdrop of the total incarceration movement? What was the general view of prisoners/ corrections implied by the prevailing "common sense"? → Criminals are violent, prison doesn't change that

X (SDQ) How good of a job does Simon do of documenting these as the prevailing public sentiments?

→ told in court; also shapes common sense

X(24-25) What does Simon mean by the role of "stories" in the public perception of "criminals" and what particular stories dominated the era of total incarceration? ↳ homeowners

X(26-33) What was the sympathetic view of prisoners championed by many sociologists prior to the age of total incarceration? How did the George Jackson and Attica events change this narrative?
1st 2nd

(SDQ) Do you wonder if Simon has ever actually visited a maximum security prison?

→ serial killer

X (33-37) What new image of criminal further integrated itself into the "common sense" of popular perceptions? How did the Furman ruling potentially affect ~~this~~?

X(37-39) In the 1970's what was the key idea of "Kantian" critiques of the rehabilitative model, and what were they crucially not saying? What emerged instead, ironically, and what key perception of criminals drove this? → ↳ punishment as moral good not considered

X(39-42) What does Simon mean by the "collapse of categories" and what are the four elements of total incarceration?
↳ pris + crims as one

(SDQ) Is this possibly simplistic?

→ 3 strikes
→ Historical Attitude

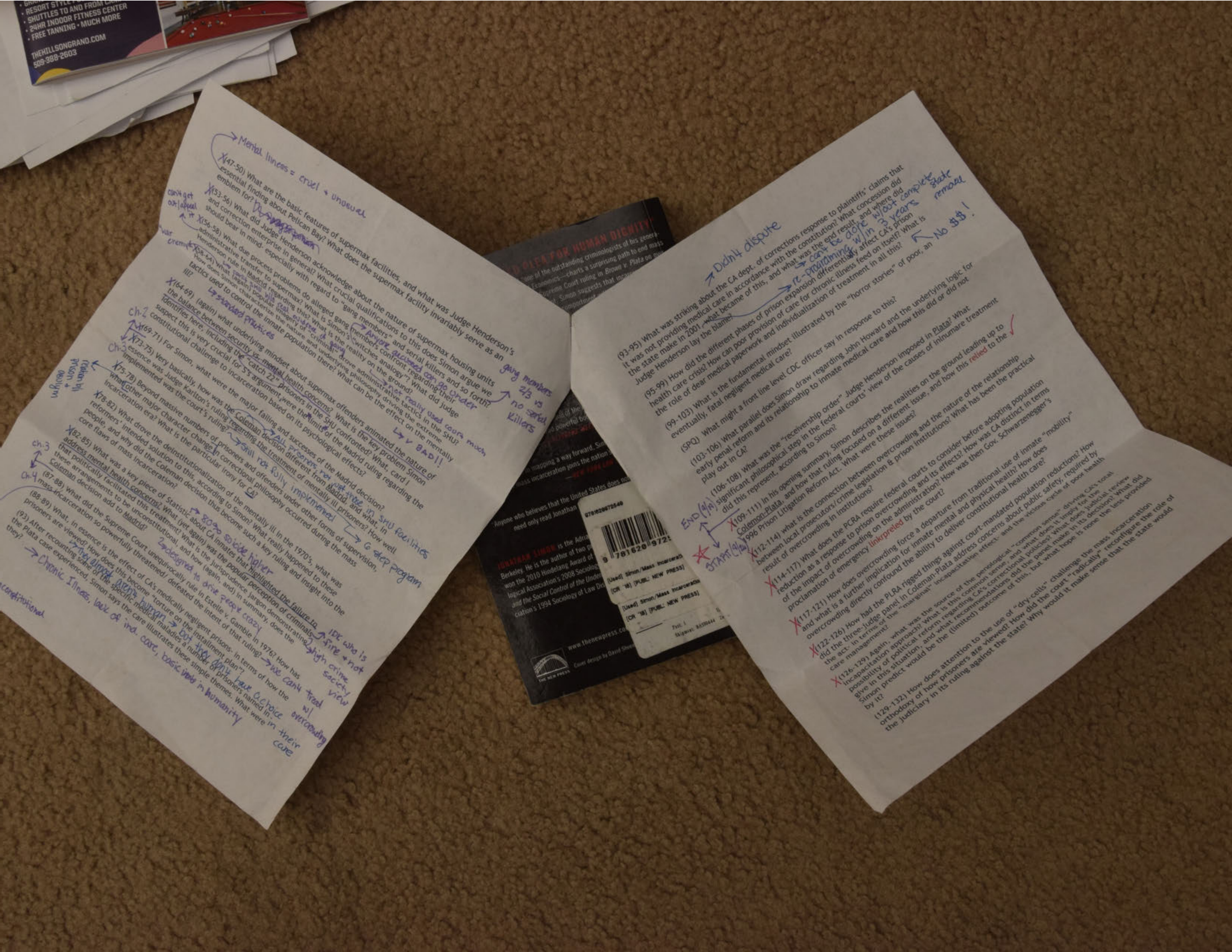
X (42-44) What particular CA law exemplifies the total incarceration mentality, according to Simon? What makes a reversal of mass incarceration so politically difficult? How are arguments for rehabilitation such a mismatch for the "axiomatic success" of incapacitation?

↳ crime after release

Ch.1 X(44-45) What was the first factor that might bring mass incarceration to a halt, according to Zimring & Hawkins? How had that played out in CA up to that point, according to Simon?
→ prison limits on size

(SDQ) Can you see how this is a crucial lead up to the main argument of the book?

Ch.2 X(45-46) What is Zimring and Hawkin's second potential foil to reliance on mass incarceration? What institution might become a threat to the practice of total incarceration and why?



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→ Mental Illness = cruel + unusual

X(47-50) What are the basic features of supermax facilities, and what was Judge Henderson's essential finding about Pelican Bay? What does the supermax facility invariably serve as an emblem for? Disaggregation

can't get out/appeal ← it

war crimes

X(53-56) What did Judge Henderson acknowledge about the nature of supermax housing units and correction enterprise in general? What crucial qualifications to this does Simon argue we should bear in mind, especially with regard to "gang members" and serial killers and so forth? → gang members 2/3 vs no serial Killers

X(56-58) What due process problems do alleged gang members confront regarding their administrative transfer to supermax? What is Simon's "witches analogy"? What did Judge Henderson rule in Madrid regarding this? What is the reality on the ground? → Anyone accused can go under → not really used courts much

X(58-64) What (again) popular imagery of "criminal" drove administrative tactics in the SHU? How does Simon characterize the nature and underlying philosophy driving the extreme tactics used to control the inmate population there? What can be the effect on the mentally ill? → rarely SHU w/o real evidence of gang → standard practices → v BAD!!

X(64-69) (again) what underlying mindset about supermax offenders animated the nature of the balance between security vs. mental health concerns? What is the key problem Simon identifies here, including the "catch 22" prisoners in the SHU confronted? What, card I suspect this is very crucial for S's argument, were the limits of the Madrid ruling regarding the constitutional challenge to incarceration based on its psychological effects?

ch.2

X(69-71) For Simon, what were the major failing and successes of the Madrid decision? → All prisoners, not just those in SHU facilities

ch.3

X(73-75) Very basically, how was the Coleman decision different from Madrid, and what, in essence was Judge Karlton's ruling regarding the treatment of mentally ill prisoners? How well implemented was the court's ruling? → Still not fully implemented

reason b/w prison + asylum

X(75-78) Beyond massive numbers of prisoners and offenders under other forms of supervision, what other major character change in correctional philosophy occurred during the mass incarceration era? What is the particular irony for CA? → 6 step program

X(78-82) What drove the deinstitutionalization of the mentally ill in the 1970's, what was reformers' intended solution to this, according to Simon? What really happened to these people, and why did the Coleman decision thus become such a key ruling and insight into the core flaws of mass incarceration?

ch.3

X(82-85) What was a key piece of Statistic about CA inmates that highlighted the failure to address mental health concerns? What (yet again) was the popular perception of criminals that politically facilitated this treatment? What is the jurisprudence jargon demonstrating these arrangements to be unconstitutional, and how (again, and) in summary, does the Coleman decision add to Madrid? → 80% suicide higher → IDK who is sane + not → high crime society view → designed to drive people crazy

ch.4

(87-88) What did the Supreme Court unequivocally rule in Estelle v. Gamble in 1976? How has mass incarceration so powerfully threatened/ defeated the intent of that ruling? → we can't treat w/ overcrowding

(88-89) What, in essence is the effect of CA's medically negligent prisons- in terms of how the prisoners are viewed? How does this become "torture on the installment plan"? → they almost aren't human → but they don't have a choice in their care

(93) After recounting some of the specific medical maladies a number of prisoners named in the Plata case experienced, Simon says the care illustrates these simple themes. What were they?

→ Chronic Illness, lack of ind. care, basic [illegible] in humanity

constitutional

(93-95) What was striking about the CA dept. of corrections response to plaintiffs' claims that it was not providing medical care in accordance with the constitution? What concession did the state make in 2001, what became of this, and what was the end result, and where did Judge Henderson lay the blame? → Didn't dispute → can't be done w/out complete state remodel w/in 3 years

(95-99) How did the different phases of prison expansion differentially affect CA's prison health care crisis? How can poor provision of care for chronic illness feed on itself? What is the role of dear medical paperwork and individualization of treatment in all this? → re-programming ← No $$!

(99-103) What is the fundamental mindset illustrated by the "horror stories" of poor, an eventually, fatal negligent medical care?

(SPQ) What might a front line level CDC officer say in response to this?

(103-106) What parallel does Simon draw regarding John Howard and the underlying logic for early penal reform and its relationship to inmate medical care and how this did or did not play out in CA?

END (9/18)

(106-108) What was the "receivership order" Judge Henderson imposed in Plata? What significant philosophical step in the federal courts' view of the causes of inhumane treatment did this represent, according to Simon?

X(109-111) In his opening summary, Simon describes the realities on the ground leading up to Coleman-Plata, and how that ruling focused on a different issue, and how this relied to the 1996 Prison Litigation Reform Act. What were these issues? ✓

START (9/20)

X(112-114) what is the connection between overcrowding and the nature of the relationship between local prosecutors/crime legislation & prison institutions? What has been the practical result of overcrowding in institutions?

X(114-117) What does the PCRA require federal courts to consider before adopting population reduction as a response to prison overcrowding and its effects? How was CA distinct in terms of the impact of overcrowding on the administration? How was then Gov. Schwarzenegger's proclamation of emergency linkrpreled by the court?

X(117-121) How does overcrowding force a departure from traditional use of inmate "mobility" and what is a further implication for inmate mental and physical health? How does overcrowding directly confound the ability to deliver constitutional health care?

X(122-126) How had the PLRA rigged things against court-mandated population reductions? How did the three-judge panel in Coleman-Plata address concerns about public safety, required by the act- in terms of the "marginal" incapacitation effect- and the vicious cycle of poor health care management?

X(126-129) Again, what was the source of the penological "common sense" driving CA's total incapacitation approach? What is this common sense, and what does it imply for the possibility of political reform regarding CA's correctional policies? What does judicial review give in this situation, and what recommendations did the panel make in its decision? What did Simon predict would be the (limited) outcome of this, but what hope is none the less provided by it?

(129-132) How does attention to the use of "dry-cells" challenge the mass incarceration orthodoxy of how prisoners are viewed? How did the court "radically" reconfigure the role of the judiciary in its ruling against the state? Why would it make sense that the state would

A PLEA FOR HUMAN DIGNITY

Anyone who believes that the United States does not need only read Jonathan

JONATHAN SIMON is the Adrian Berkeley. He is the author of two won the 2010 Hindelang Award of logical Association's 2008 Sociology and the Social Control of the Under ciation's 1994 Sociology of Law

www.thenewpress.com

[Used] Simon/Mass Incarcerati
[CR '18] [PUBL: NEW PRESS]

Ch. 5 appeal the Coleman-Plata ruling, what legal strategies would CA pursue, and what would be the ironic outcome, according to Simon?

(135-137) How is the Brown decision part of what Simon calls the "dignity" cascade? What "societal recognition" does he speak of?

↳ humanitarian anxiety

Ch. 6

(133-135) How id the Brown v. Plata decision differ so crucially from Estelle v. Gamble? What has been the result in CA, and what might this suggest nationally, according to Simon?

(137-140) How is the Supreme Courts view of prisoner dignity a significant departure from the mentality it showed in the 90's, as exemplified by the Harmelin decision? How does this contrast with European philosophy towards punishment?

(142-143) What key institutional difference between the US and Europe helps explain "their" different approach to promoting more dignified treatment of prisoners? What is the irony here regarding the level of enforcement authority these institutions possess relative to US courts? What do "we" lack that "they" have, according to Simon?

(142-144) What was Justice Scalia's key point in his dissent in Brown v. Plata? What is the key flaw in this logic, according to Simon? How is the ruling still potentially limited in terms of its applicability to future prison reform litigation?

(145-151) Why was the "civil rights" model of prison reform deficient, and what took its place in the Brown ruling? What crucial function have dramatic photographs associated with the case had? What still remains an issue?

(151-153) What was the key concern dissenters like Scalia and Alito had about the majority's decision, and what role did the PCRA play in making the decision, in essence, an attack on this logic and thus possible beginning of a new way of thinking about penal philosophy?

(155-160) What are some features of "the new common sense" for which Brown v. Plata opens a door- in terms of how prisoners are viewed, how crime is addressed, and the possibility of new litigation instigating further reform?

Ch. 6

Ch. 7

(160-162) What, according to Simon, must "the new common sense" say regarding the treatment of the real serious felony offenders?

(163) What does Simon suggest is shown by the crime down turn of the 1990's?

(164-165) What are some of the cultural trends possibly animating- a "new common sense" *about penology?*

(166-169) What are some earlier precedents for the infusion of dignity into the public discourse? How did the mass incarceration era crush this? What are the limits of the 8th Amendment and how might Brown v. Plata give it more teeth? What, nonetheless says Simon, must happen culturally?

(169-1720 What specifies proposals for reform does Simon propose? What advantages would broad, Constitutional adoption of UDHR Section5 provide? Finally, how would these reforms be superior to current arrangements?

INCARCERATION
ON TRIAL

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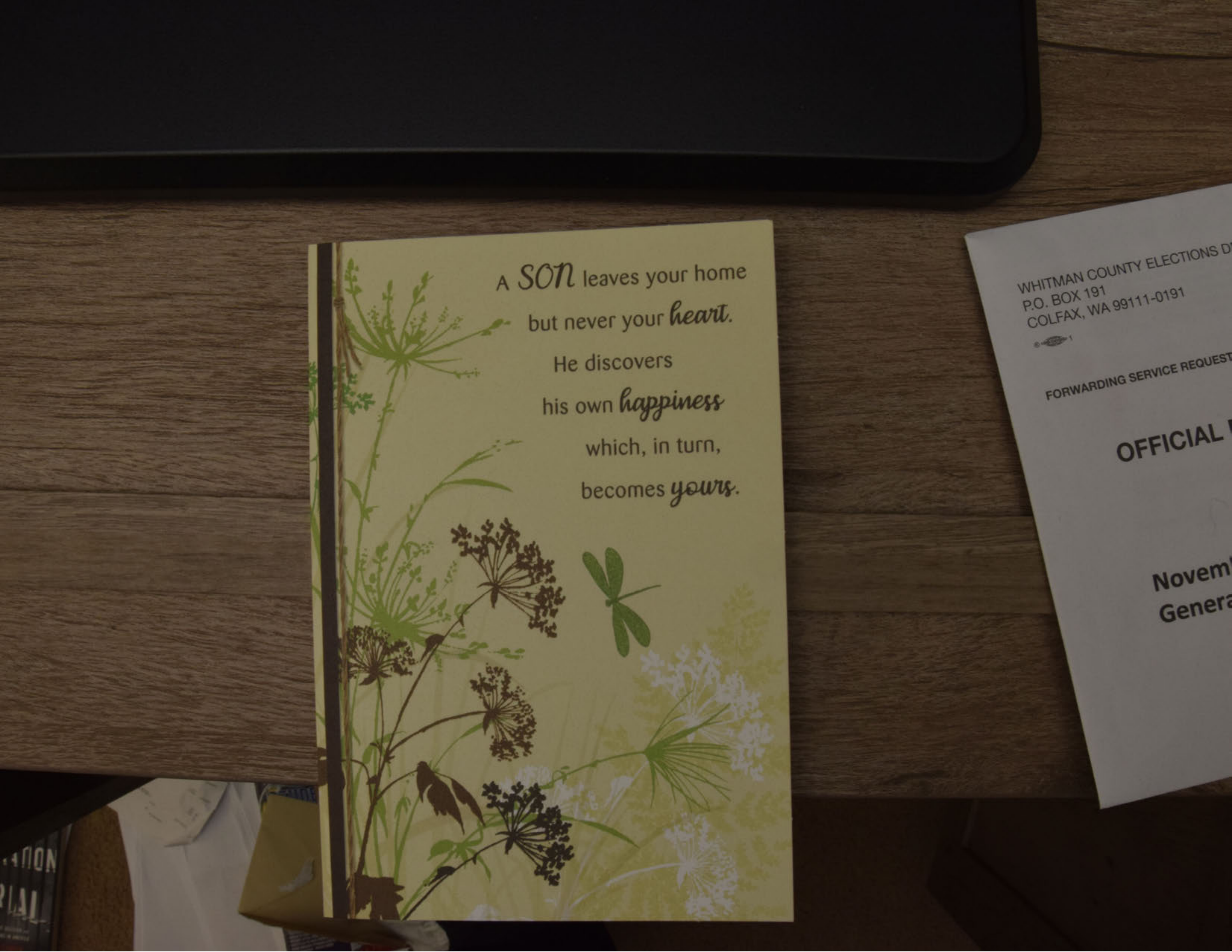

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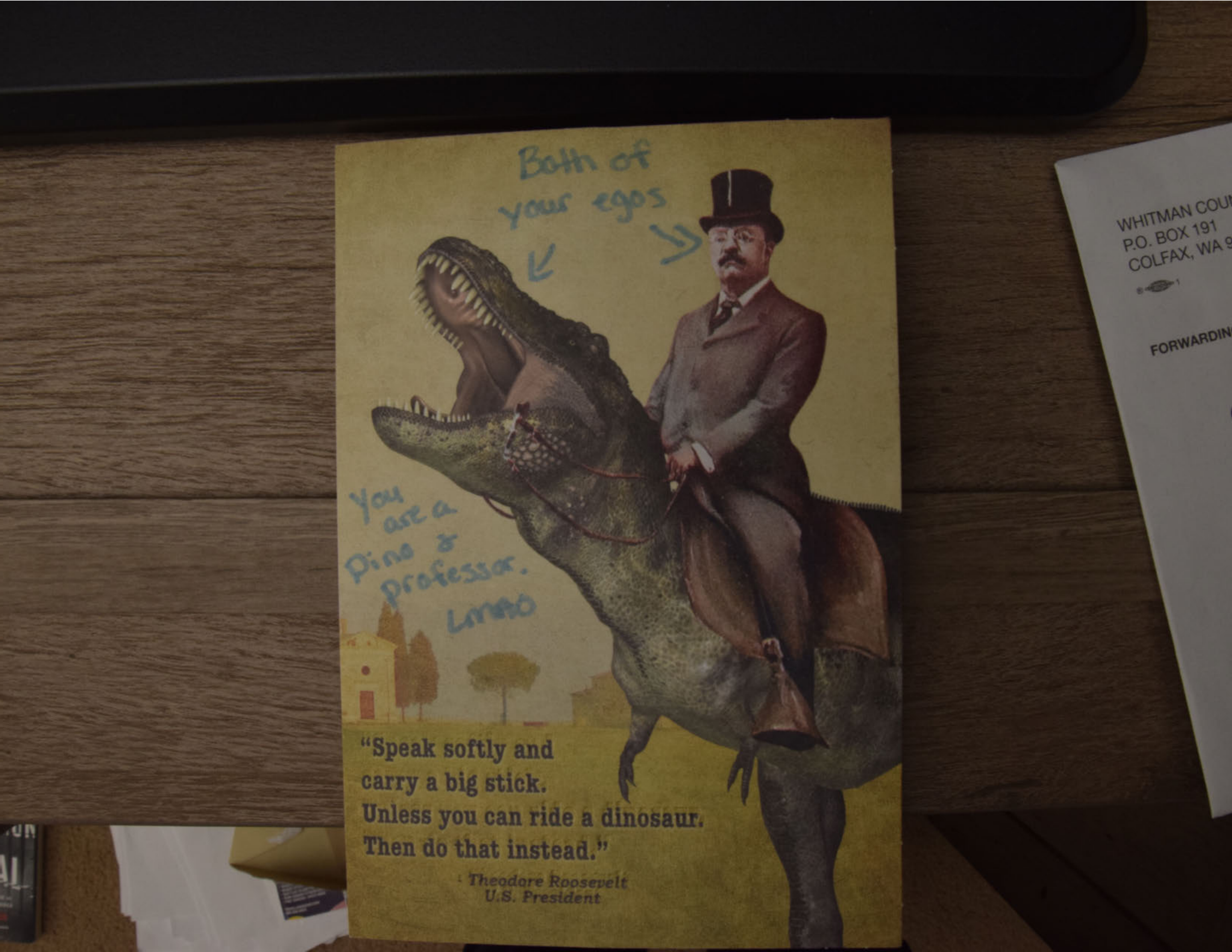

Both of your egos

You are a Dino & professor. Lmao

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U.S. President

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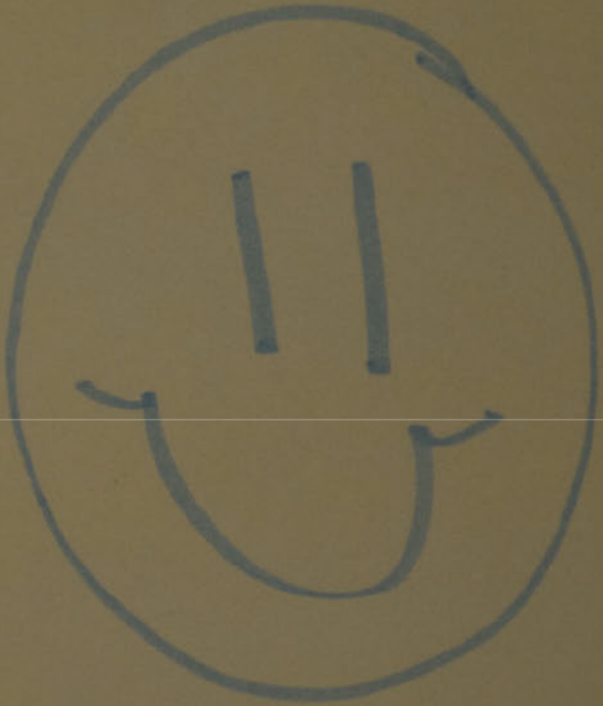

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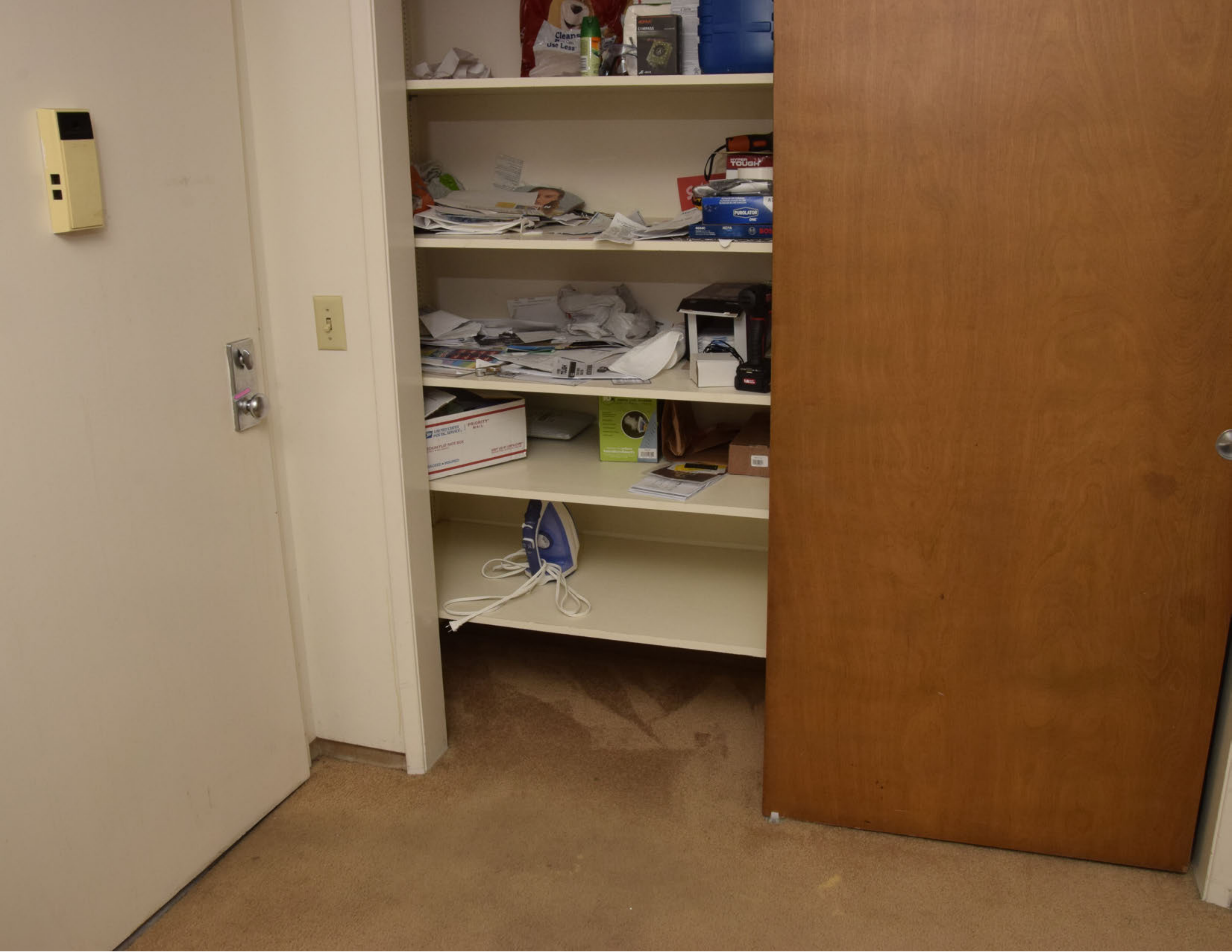
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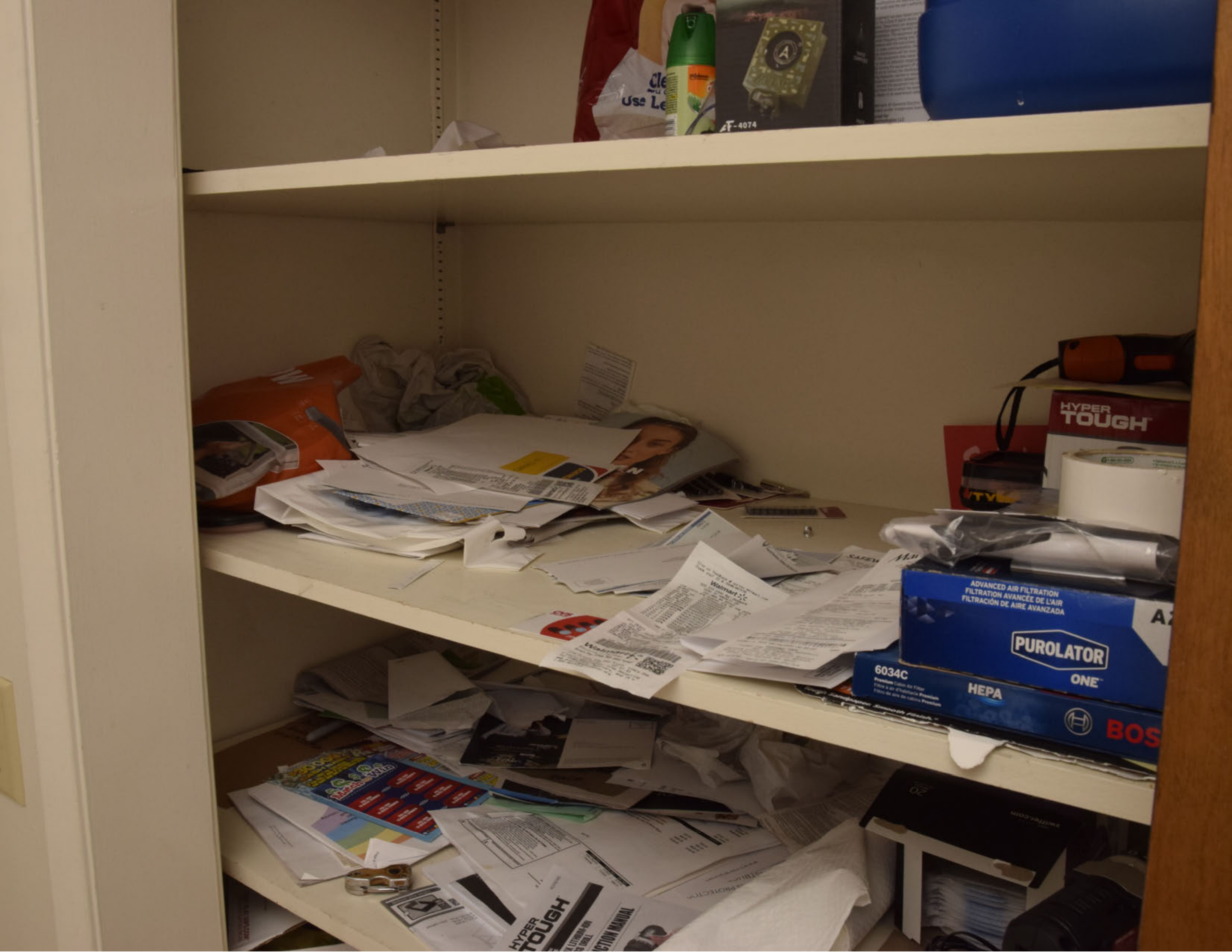
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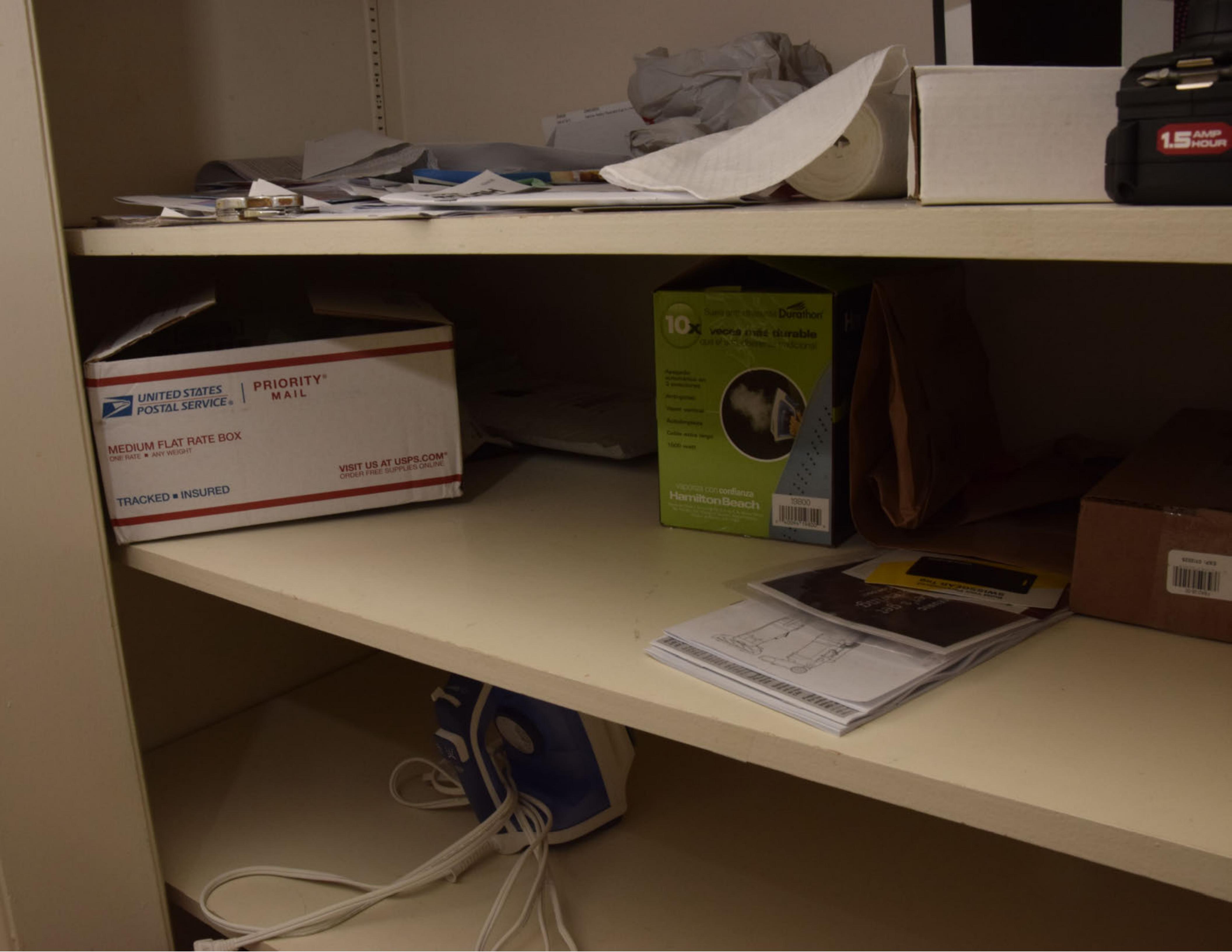
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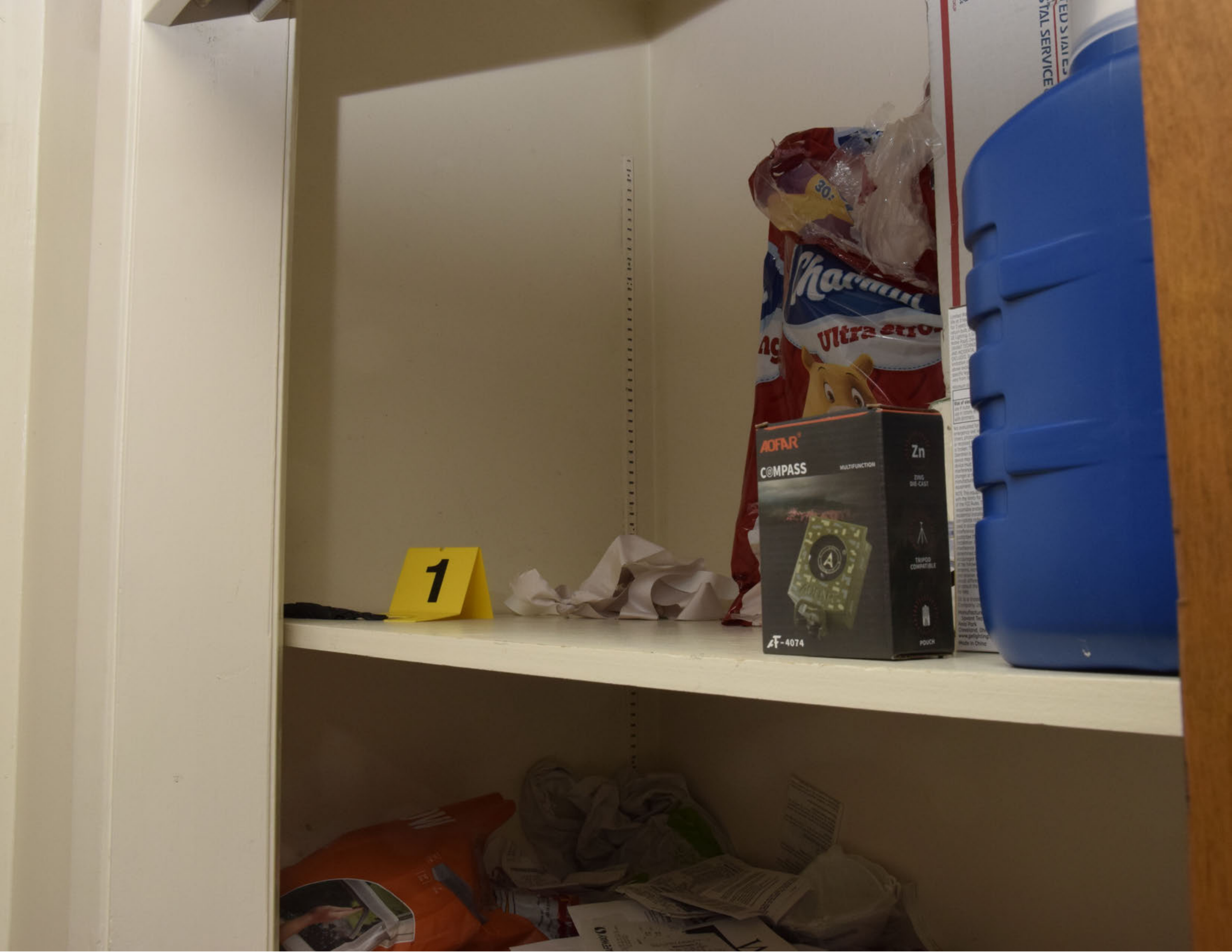
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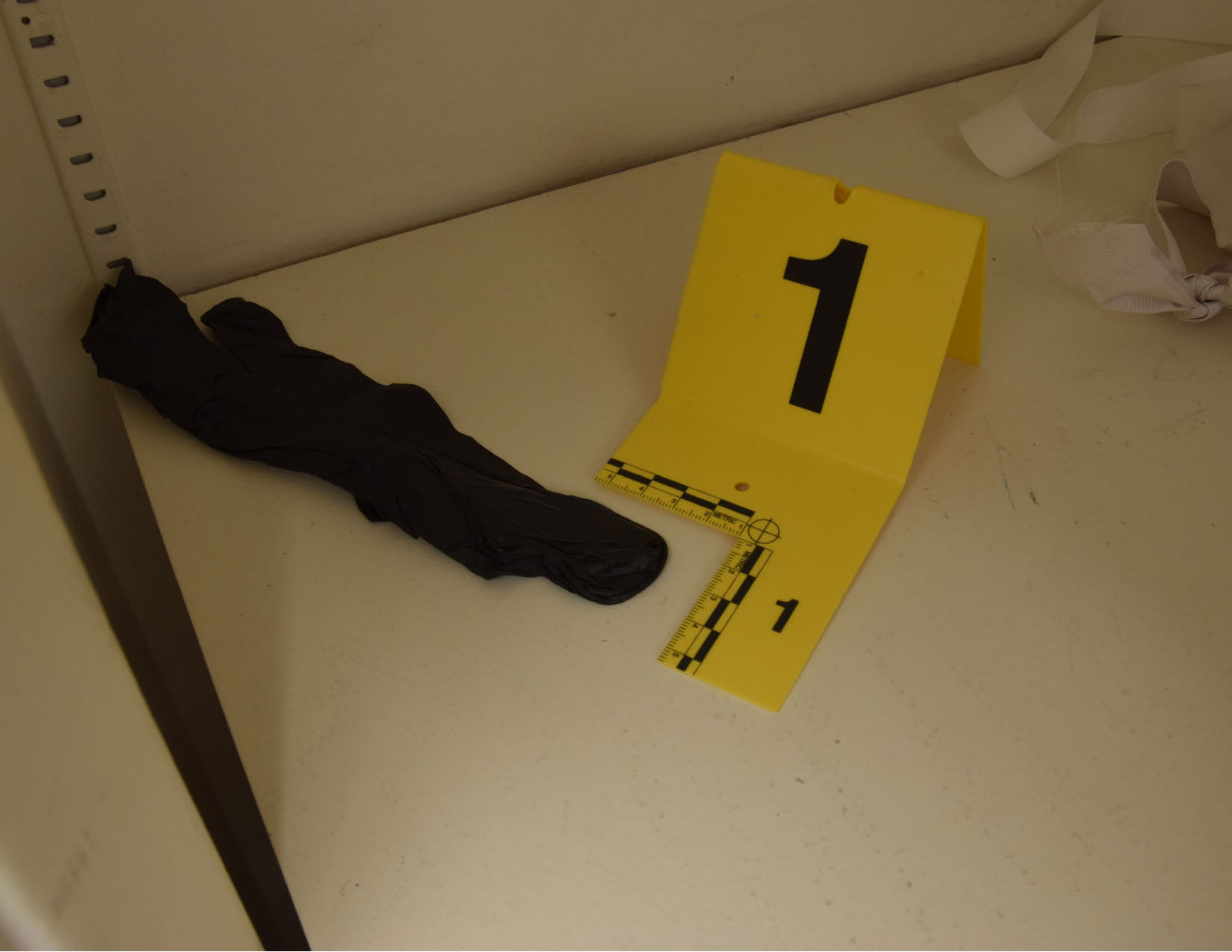
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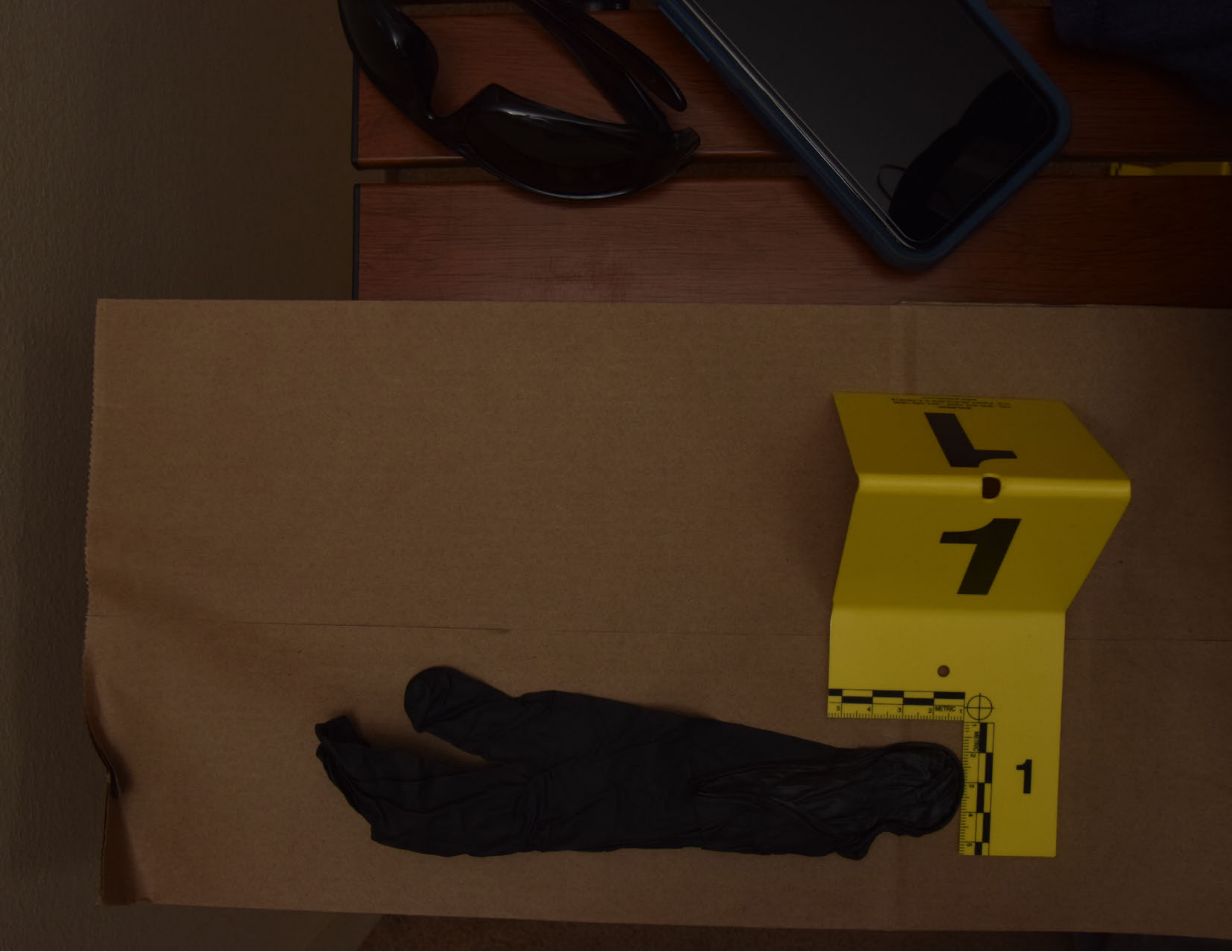
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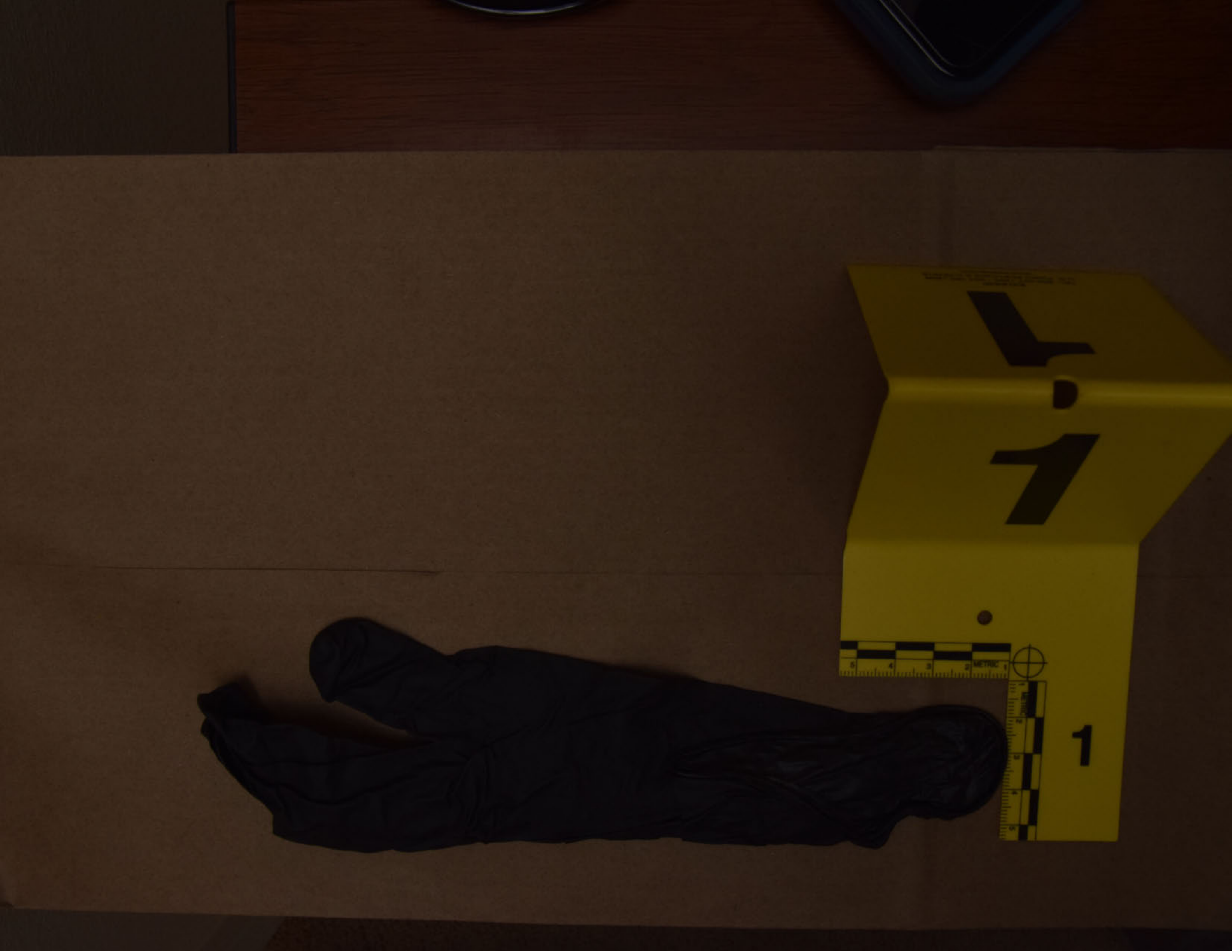
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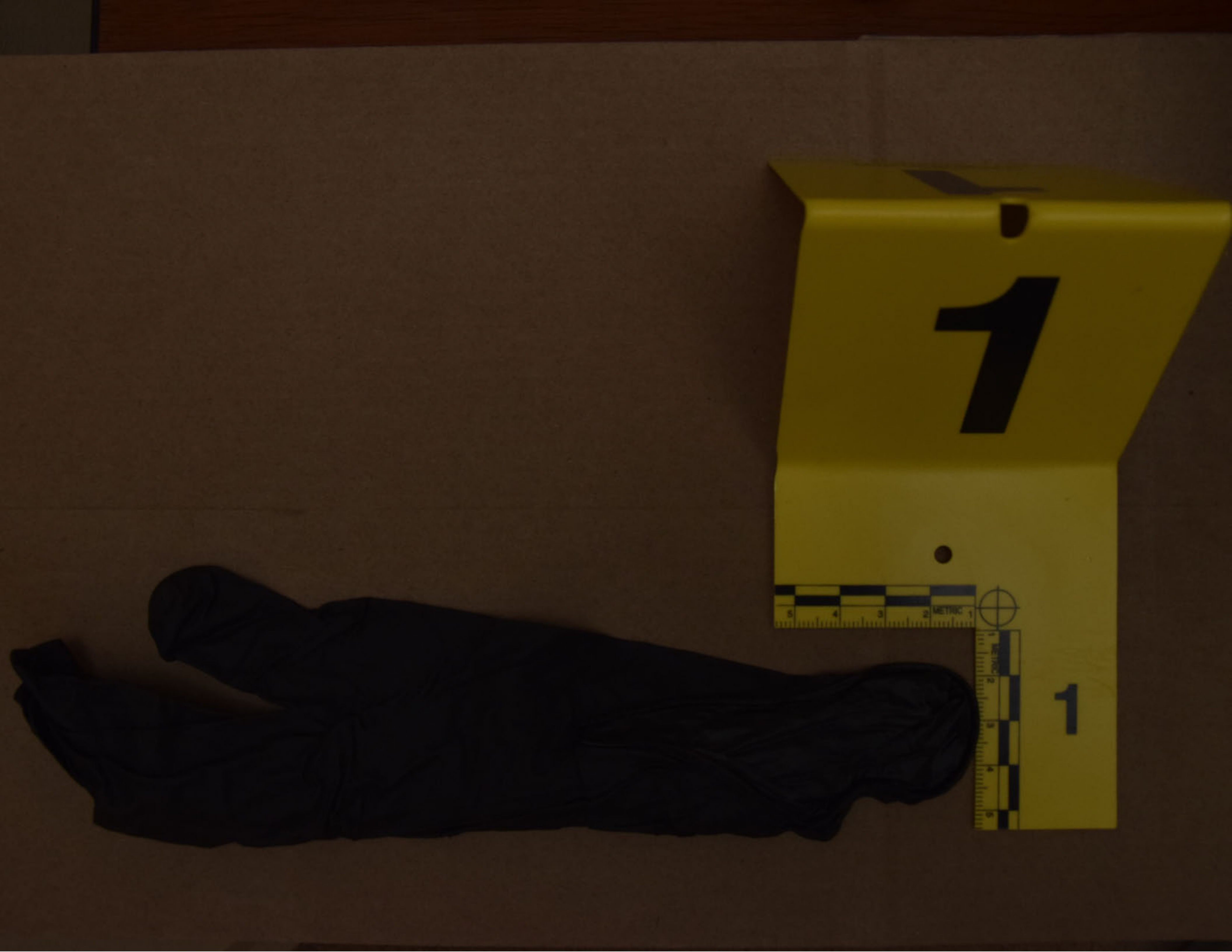
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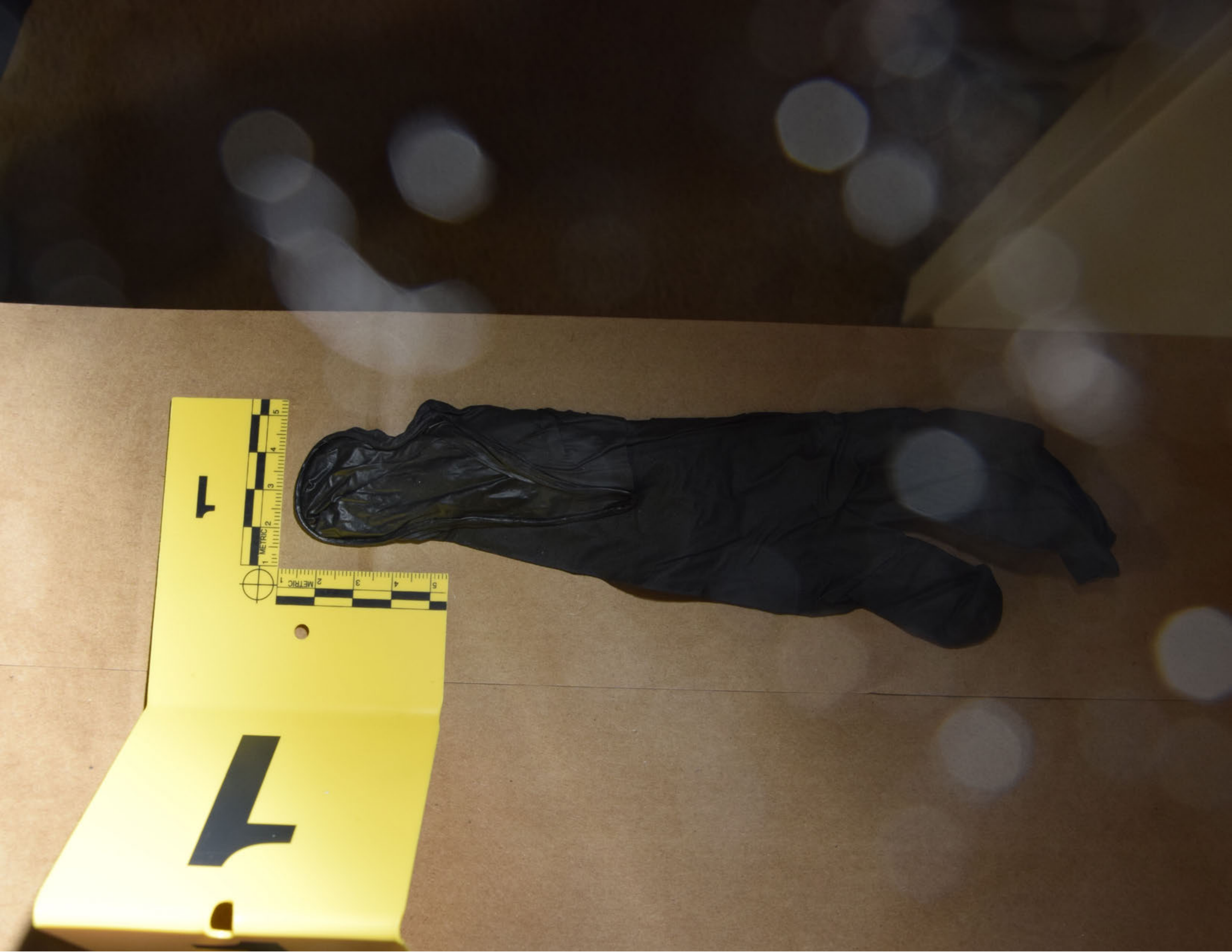
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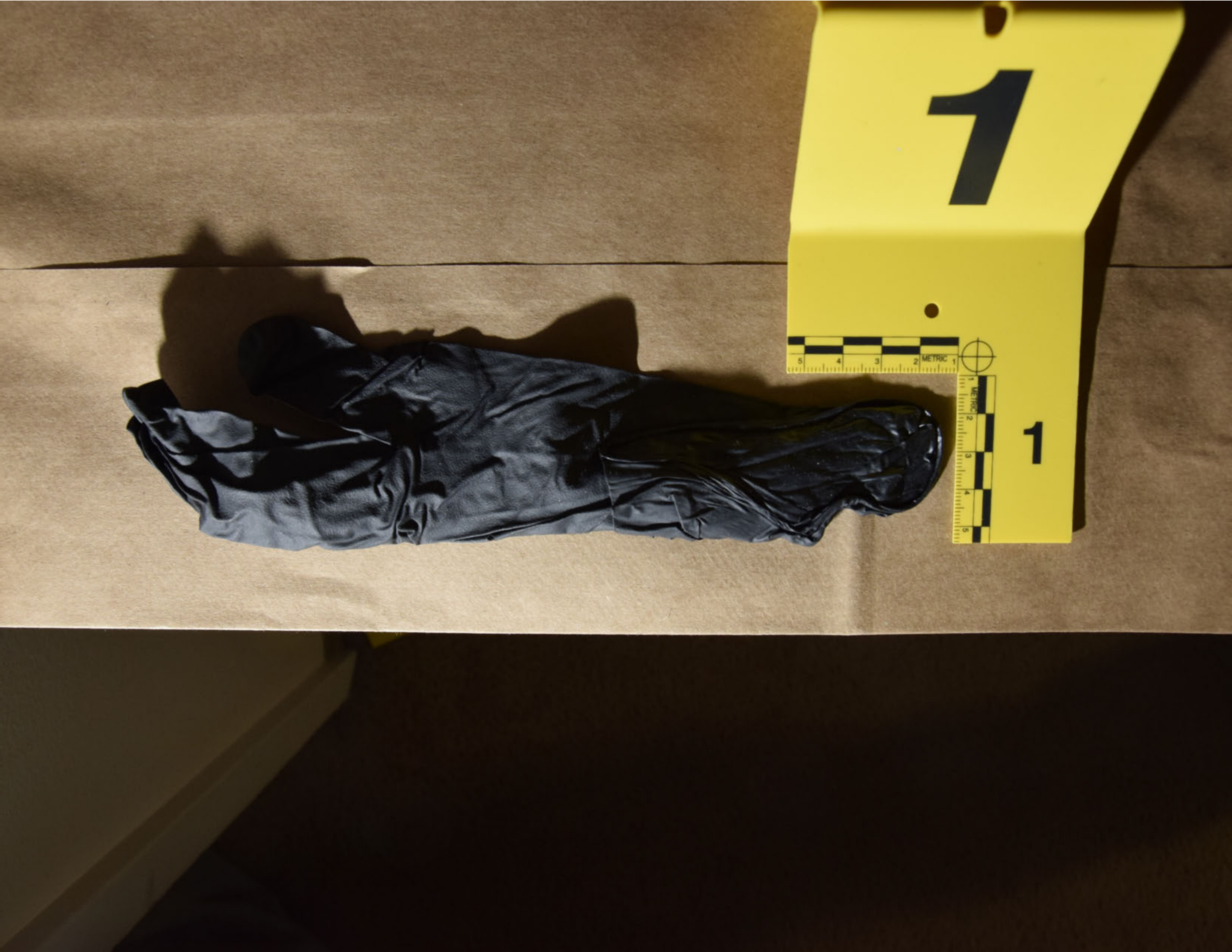
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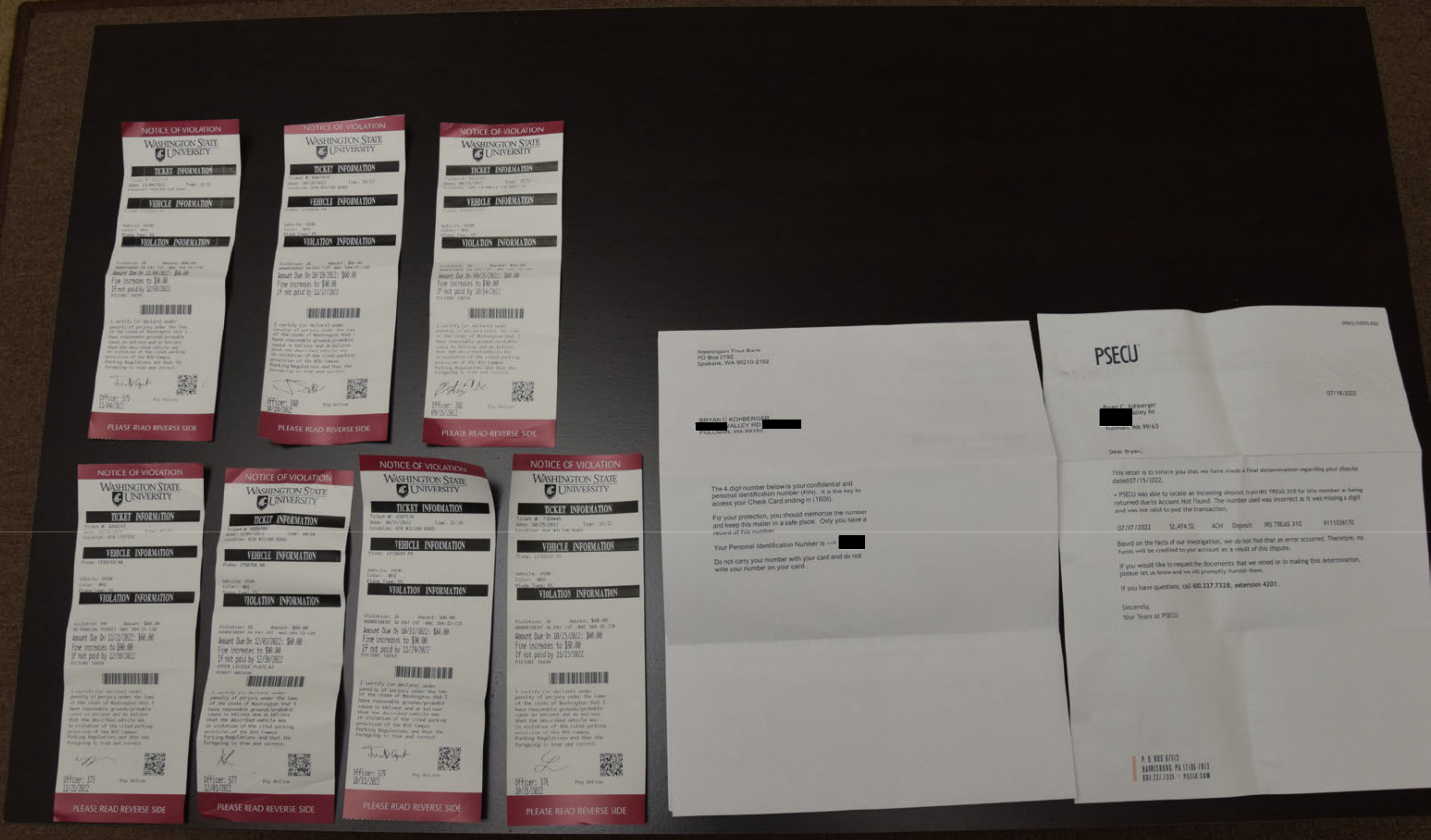


NOTICE OF VIOLATION

WASHINGTON STATE UNIVERSITY

TICKET INFORMATION

VEHICLE INFORMATION

VIOLATION INFORMATION

Amount Due On 11/04/2022: $60.00
Fine increases to $90.00
If not paid by 12/03/2022

Officer: 375
11/04/2022

PLEASE READ REVERSE SIDE

NOTICE OF VIOLATION

WASHINGTON STATE UNIVERSITY

TICKET INFORMATION

VEHICLE INFORMATION

VIOLATION INFORMATION

Amount Due On 10/19/2022: $60.00
Fine increases to $90.00
If not paid by 11/17/2022

Officer: 380
10/19/2022

PLEASE READ REVERSE SIDE

NOTICE OF VIOLATION

WASHINGTON STATE UNIVERSITY

TICKET INFORMATION

VEHICLE INFORMATION

VIOLATION INFORMATION

Amount Due On 09/15/2022: $60.00
Fine increases to $90.00
If not paid by 10/14/2022

Officer: 381
09/15/2022

PLEASE READ REVERSE SIDE

NOTICE OF VIOLATION

WASHINGTON STATE UNIVERSITY

TICKET INFORMATION

VEHICLE INFORMATION

VIOLATION INFORMATION

Amount Due On 11/21/2022: $60.00
Fine increases to $90.00
If not paid by 12/20/2022

Officer: 373
11/21/2022

PLEASE READ REVERSE SIDE

NOTICE OF VIOLATION

WASHINGTON STATE UNIVERSITY

TICKET INFORMATION

VEHICLE INFORMATION

VIOLATION INFORMATION

Amount Due On 12/01/2022: $60.00
Fine increases to $90.00
If not paid by 12/30/2022

Officer: 377
12/01/2022

PLEASE READ REVERSE SIDE

NOTICE OF VIOLATION

WASHINGTON STATE UNIVERSITY

TICKET INFORMATION

VEHICLE INFORMATION

VIOLATION INFORMATION

Amount Due On 10/31/2022: $60.00
Fine increases to $90.00
If not paid by 11/29/2022

Officer: 375
10/31/2022

PLEASE READ REVERSE SIDE

NOTICE OF VIOLATION

WASHINGTON STATE UNIVERSITY

TICKET INFORMATION

VEHICLE INFORMATION

VIOLATION INFORMATION

Amount Due On 10/25/2022: $60.00
Fine increases to $90.00
If not paid by 11/23/2022

Officer: 376
10/25/2022

PLEASE READ REVERSE SIDE

Washington Trust Bank
PO Box 2192
Spokane, WA 99210-2192

BRYAN C KOHBERGER
[redacted] VALLEY RD [redacted]
PULLMAN, WA 99163

The 4 digit number below is your confidential and personal identification number (PIN). It is the key to access your Check Card ending in (1600).

For your protection, you should memorize the number and keep this mailer in a safe place. Only you have a record of this number.

Your Personal Identification Number is ---> [redacted]

Do not carry your number with your card and do not write your number on your card.

PSECU

07/18/2022

Bryan C. Kohberger
[redacted] alley Rd
Pullman, WA 99163

Dear Bryan,

This letter is to inform you that we have made a final determination regarding your dispute dated 07/15/2022.

- PSECU was able to locate an incoming deposit from IRS TREAS 310 for this member as being returned due to Account Not Found. The number used was incorrect as it was missing a digit and was not valid to post the transaction.

07/07/2022	$1,474.52	ACH	Deposit	IRS TREAS 310	9111036170

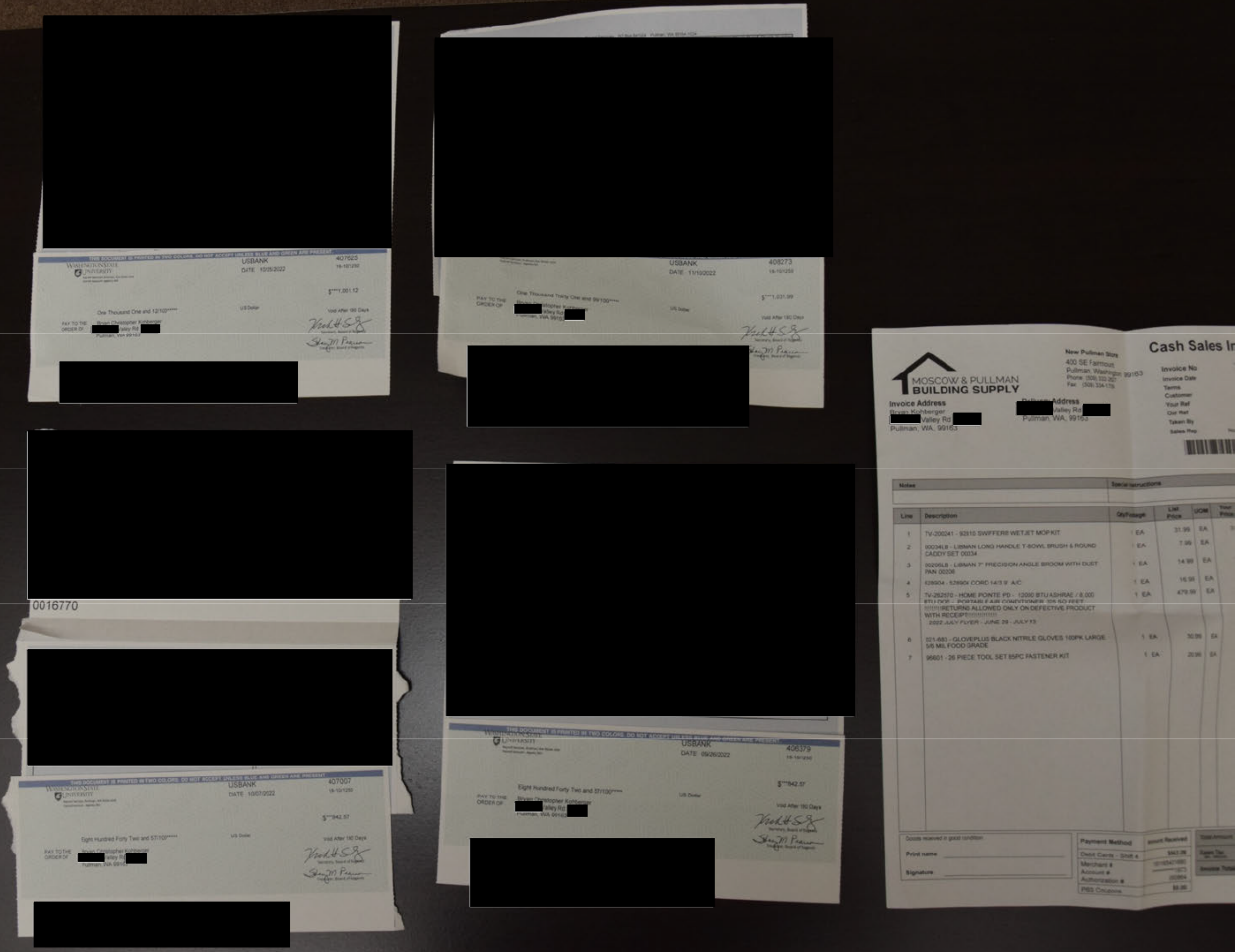
Based on the facts of our investigation, we do not find that an error occurred. Therefore, no funds will be credited to your account as a result of this dispute.

If you would like to request the documents that we relied on in making this determination, please let us know and we will promptly furnish them.

If you have questions, call 800.237.7328, extension 4201.

Sincerely,
Your Team at PSECU

P. O. BOX 67013
HARRISBURG, PA 17106-7013
800.237.7328 • PSECU.COM



[redacted]

THIS DOCUMENT IS PRINTED IN TWO COLORS. DO NOT ACCEPT UNLESS BLUE AND GREEN ARE PRESENT.

WASHINGTON STATE UNIVERSITY

USBANK
DATE 10/05/2022

407625
19-10/1250

$****1,001.12

One Thousand One and 12/100*****

US Dollar

Void After 180 Days

PAY TO THE ORDER OF
Bryan Christopher Kohberger
[redacted] Valley Rd [redacted]
Pullman, WA 99163

[redacted]

[redacted]

0016770

[redacted]

THIS DOCUMENT IS PRINTED IN TWO COLORS. DO NOT ACCEPT UNLESS BLUE AND GREEN ARE PRESENT.

WASHINGTON STATE UNIVERSITY

USBANK
DATE 10/07/2022

407007
19-10/1250

$****842.57

Eight Hundred Forty Two and 57/100*****

US Dollar

Void After 180 Days

PAY TO THE ORDER OF
Bryan Christopher Kohberger
[redacted] Valley Rd [redacted]
Pullman, WA 99163

[redacted]

[redacted]

USBANK
DATE 11/10/2022

408273
19-10/1250

PAY TO THE ORDER OF

One Thousand Thirty One and 99/100*****

$****1,031.99

Bryan Christopher Kohberger
[redacted] Valley Rd [redacted]
Pullman, WA 99163

US Dollar

Void After 180 Days

[redacted]

[redacted]

THIS DOCUMENT IS PRINTED IN TWO COLORS. DO NOT ACCEPT UNLESS BLUE AND GREEN ARE PRESENT.

WASHINGTON STATE UNIVERSITY

USBANK
DATE 09/26/2022

406379
19-10/1250

$****842.57

Eight Hundred Forty Two and 57/100*****

US Dollar

PAY TO THE ORDER OF
Bryan Christopher Kohberger
[redacted] Valley Rd [redacted]
Pullman, WA 99163

Void After 180 Days

[redacted]

MOSCOW & PULLMAN
BUILDING SUPPLY

New Pullman Store
400 SE Fairmount
Pullman, Washington 99163
Phone: (509) 332-2627
Fax: (509) 334-1705

Cash Sales In

Invoice No
Invoice Date
Terms
Customer
Your Ref
Our Ref
Taken By
Sales Rep

Invoice Address
Bryan Kohberger
[redacted] Valley Rd [redacted]
Pullman, WA, 99163

[redacted] Address
Valley Rd [redacted]
Pullman, WA, 99163

Notes	Special Instructions

Line	Description	Qty/Footage	List Price	UOM
1	TV-200241 - 92810 SWIFFER® WETJET MOP KIT	1 EA	31.99	EA
2	00034LB - LIBMAN LONG HANDLE T-BOWL BRUSH & ROUND CADDY SET 00034	1 EA	7.99	EA
3	00206LB - LIBMAN 7" PRECISION ANGLE BROOM WITH DUST PAN 00206	1 EA	14.99	EA
4	528904 - 528904 CORD 14/3 9' A/C	1 EA	16.99	EA
5	TV-262570 - HOME POINTE PD - 12000 BTU ASHRAE / 8,000 BTU DOE - PORTABLE AIR CONDITIONER 325 SQ FEET !!!!!!!!RETURNS ALLOWED ONLY ON DEFECTIVE PRODUCT WITH RECEIPT!!!!!!!!!!!!!! 2022 JULY FLYER - JUNE 29 - JULY 13	1 EA	479.99	EA
6	021-683 - GLOVEPLUS BLACK NITRILE GLOVES 100PK LARGE 5/6 MIL FOOD GRADE	1 EA	30.99	EA
7	96601 - 26 PIECE TOOL SET 85PC FASTENER KIT	1 EA	20.99	EA

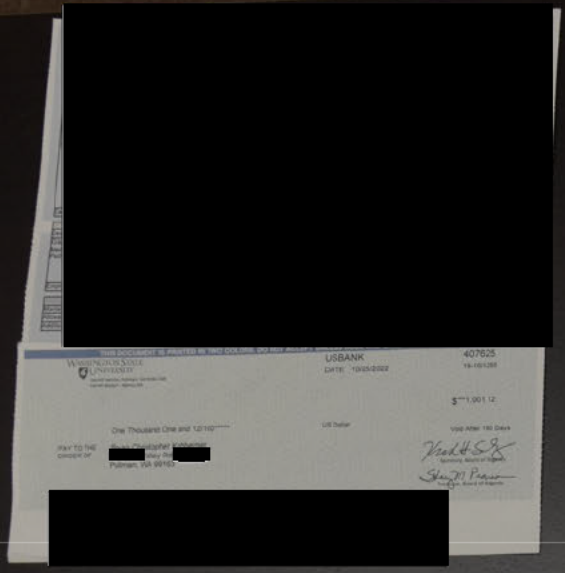
Goods received in good condition

Print name ____________________

Signature ____________________

Payment Method	Amount Received
Debit Cards - Shift 4	[illegible]
Merchant # Account # Authorization #	[illegible]
PBS Coupons	[illegible]

Total Amount
Sales Tax
Invoice Total



[redacted]

THIS DOCUMENT IS PRINTED IN TWO COLORS. DO NOT ACCEPT UNLESS BLUE AND GREEN ARE PRESENT

WASHINGTON STATE UNIVERSITY

USBANK
DATE 10/25/2022

407625

$***1,001.12

One Thousand One and 12/100*****

US Dollar

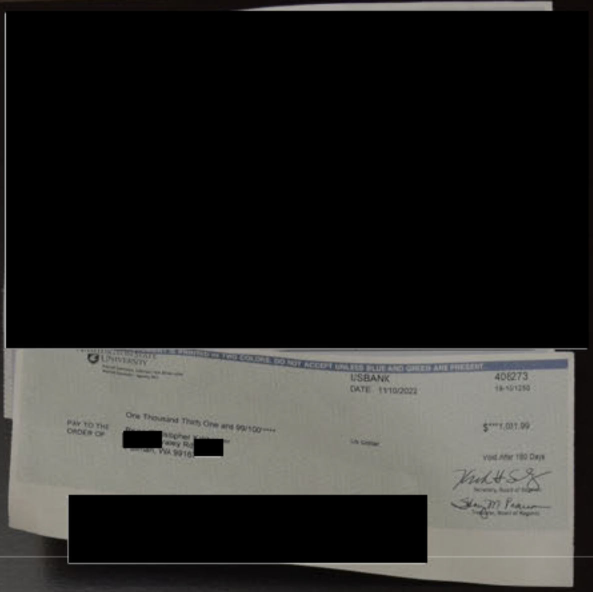
Void After 180 Days

PAY TO THE ORDER OF
Bryan Christopher Kohberger
[redacted] Valley Rd [redacted]
Pullman, WA 99163

Secretary, Board of Regents

Treasurer, Board of Regents

[redacted]



[redacted]

WASHINGTON STATE UNIVERSITY

THIS DOCUMENT IS PRINTED IN TWO COLORS. DO NOT ACCEPT UNLESS BLUE AND GREEN ARE PRESENT

USBANK
DATE 11/10/2022

408273

One Thousand Thirty One and 99/100*****

$***1,031.99

US Dollar

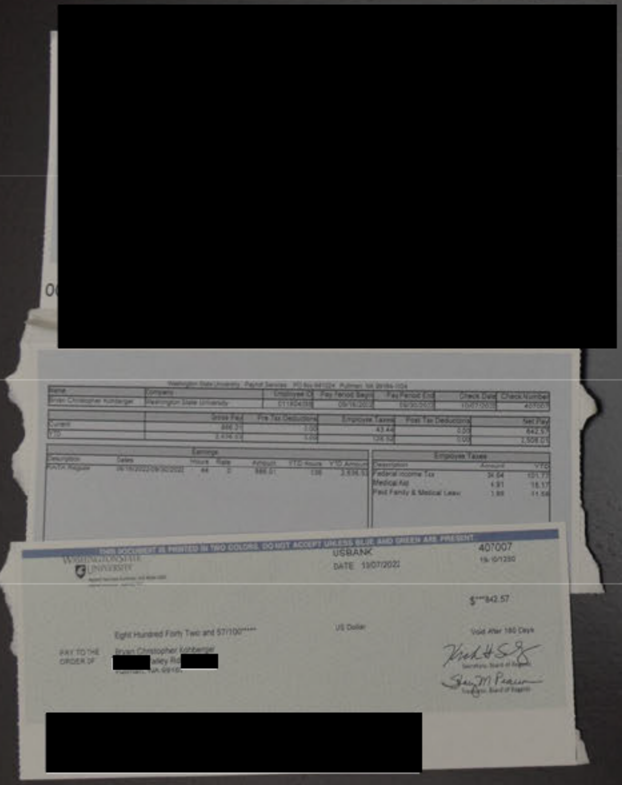
Void After 180 Days

PAY TO THE ORDER OF
[redacted] Christopher Kohberger
[redacted] Valley Rd [redacted]
Pullman, WA 9916

Secretary, Board of Regents

Treasurer, Board of Regents

[redacted]



[redacted]

Washington State University Payroll Services PO Box 641024 Pullman, WA 99164-1024

Name	Company	Employee ID	Pay Period Begin	Pay Period End	Check Date	Check Number
Bryan Christopher Kohberger	Washington State University	[illegible]	09/16/2022	09/30/2022	10/07/2022	407007

	Gross Pay	Pre Tax Deductions	Employee Taxes	Post Tax Deductions	Net Pay
Current	886.01	0.00	43.44	0.00	842.57
YTD	[illegible]	0.00	[illegible]	0.00	[illegible]

Earnings						
Description	Dates	Hours	Rate	Amount	YTD Hours	YTD Amount
RA/TA Regular	09/16/2022-09/30/2022	44	[illegible]	886.01	[illegible]	[illegible]

Employee Taxes		
Description	Amount	YTD
Federal Income Tax	34.64	[illegible]
Medical Aid	[illegible]	18.17
Paid Family & Medical Leav	[illegible]	[illegible]

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WASHINGTON STATE UNIVERSITY

USBANK
DATE 10/07/2022

407007

$***842.57

Eight Hundred Forty Two and 57/100*****

US Dollar

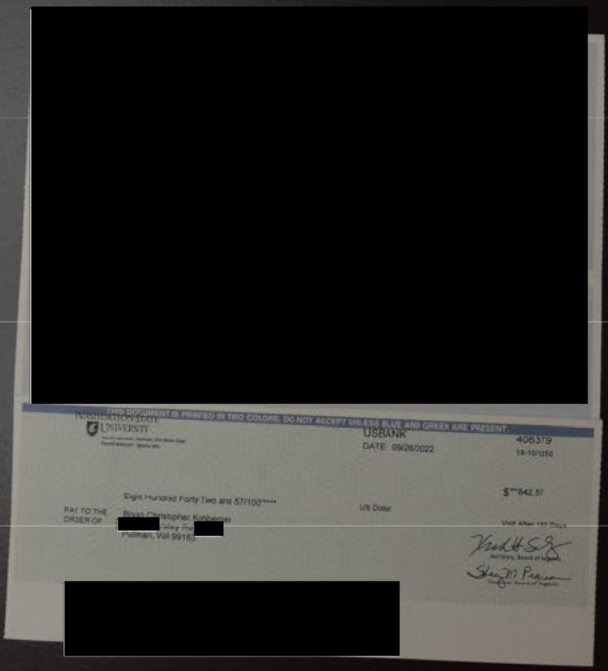
Void After 180 Days

PAY TO THE ORDER OF
Bryan Christopher Kohberger
[redacted] Valley Rd [redacted]
Pullman, WA 9916

Secretary, Board of Regents

Treasurer, Board of Regents

[redacted]



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THIS DOCUMENT IS PRINTED IN TWO COLORS. DO NOT ACCEPT UNLESS BLUE AND GREEN ARE PRESENT

WASHINGTON STATE UNIVERSITY

USBANK
DATE 09/26/2022

406379

$***842.57

Eight Hundred Forty Two and 57/100*****

US Dollar

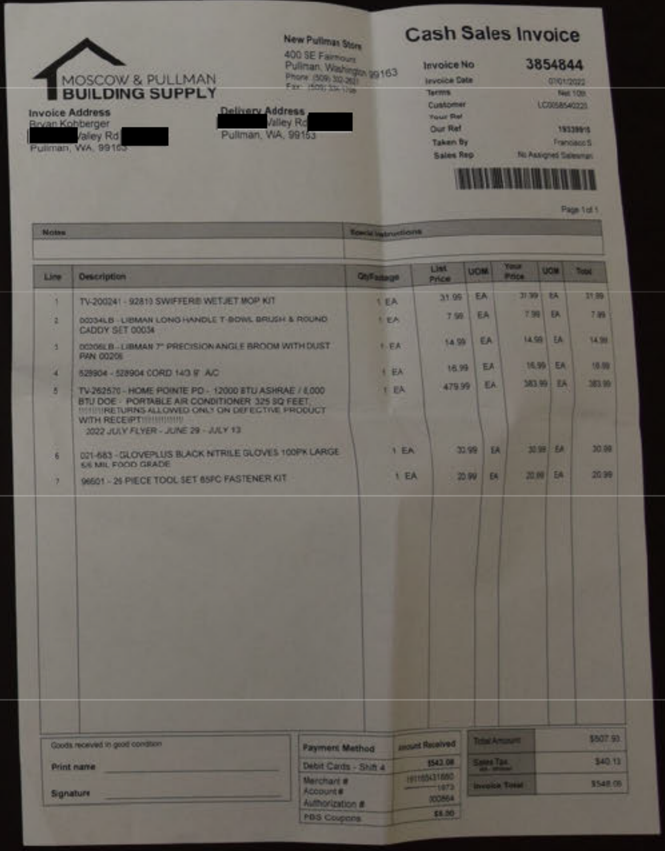
Void After 180 Days

PAY TO THE ORDER OF
Bryan Christopher Kohberger
[redacted] Valley Rd [redacted]
Pullman, WA 99163

Secretary, Board of Regents

Treasurer, Board of Regents

[redacted]



MOSCOW & PULLMAN
BUILDING SUPPLY

New Pullman Store
400 SE Fairmount
Pullman, Washington 99163
Phone: (509) 332-2[illegible]
Fax: (509) 334-[illegible]

Cash Sales Invoice

Invoice No	3854844
Invoice Date	07/01/2022
Terms	Net 10th
Customer	LC0058540220
Your Ref	
Our Ref	19339915
Taken By	Francisco S
Sales Rep	No Assigned Salesman

Invoice Address
Bryan Kohberger
[redacted] Valley Rd [redacted]
Pullman, WA 99163

Delivery Address
[redacted] Valley Rd [redacted]
Pullman, WA 99163

Page 1 of 1

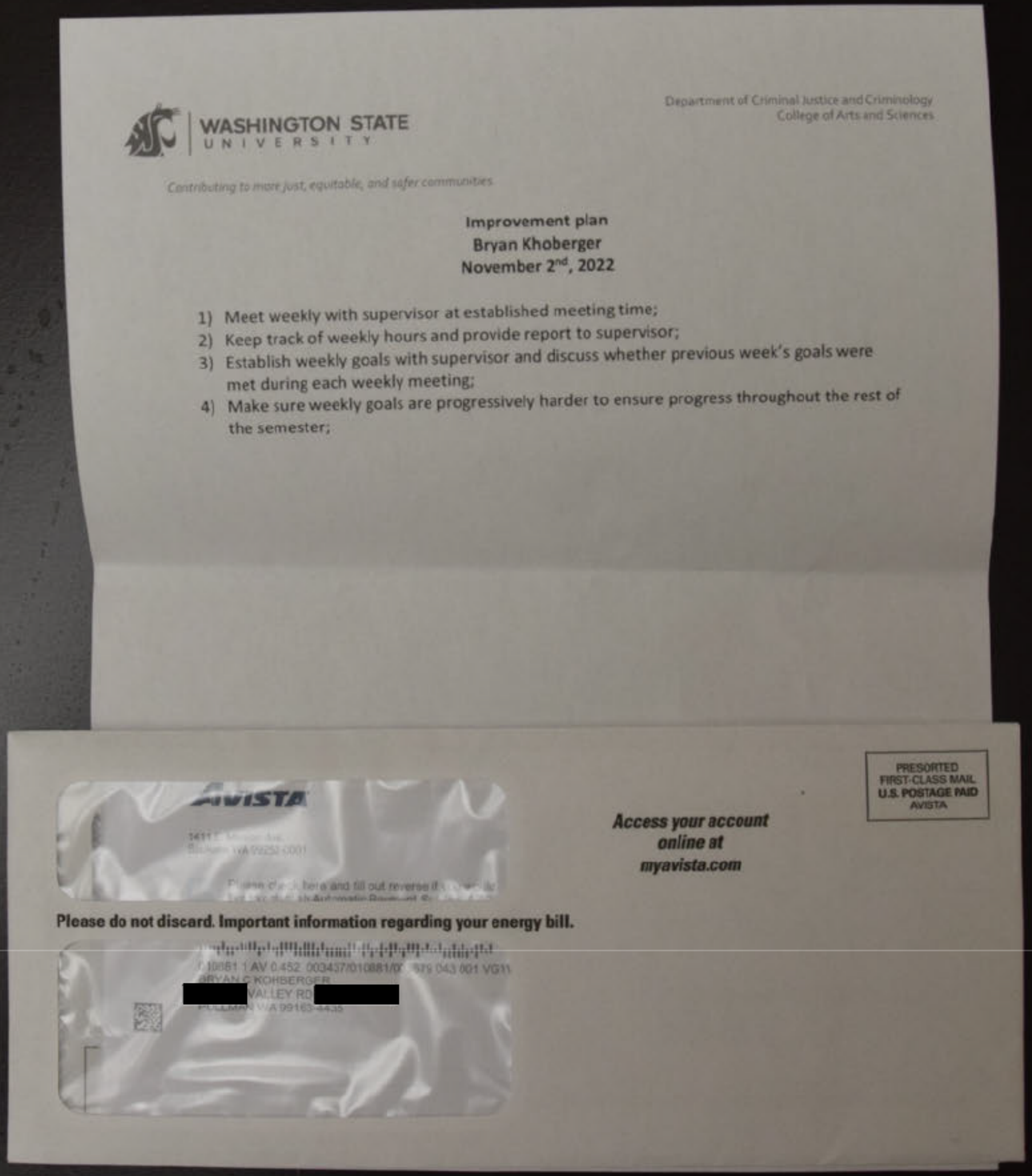
Notes	Special Instructions

Line	Description	Qty/Footage	List Price	UOM	Your Price	UOM	Total
1	TV-200241 - 92810 SWIFFER® WETJET MOP KIT	1 EA	31.99	EA	31.99	EA	31.99
2	00034LB - LIBMAN LONG HANDLE T-BOWL BRUSH & ROUND CADDY SET 00034	1 EA	7.99	EA	7.99	EA	7.99
3	00206LB - LIBMAN 7" PRECISION ANGLE BROOM WITH DUST PAN 00206	1 EA	14.99	EA	14.99	EA	14.99
4	528904 - 528904 CORD 14/3 9' A/C	1 EA	16.99	EA	16.99	EA	16.99
5	TV-262570 - HOME POINTE PD - 12000 BTU ASHRAE / 8,000 BTU DOE - PORTABLE AIR CONDITIONER 325 SQ FEET. !!!!!!!RETURNS ALLOWED ONLY ON DEFECTIVE PRODUCT WITH RECEIPT!!!!!!!!!!!!! 2022 JULY FLYER - JUNE 29 - JULY 13	1 EA	479.99	EA	383.99	EA	383.99
6	021-683 - GLOVEPLUS BLACK NITRILE GLOVES 100PK LARGE 6/6 MIL FOOD GRADE	1 EA	30.99	EA	30.99	EA	30.99
7	96601 - 26 PIECE TOOL SET 65PC FASTENER KIT	1 EA	20.99	EA	20.99	EA	20.99

Goods received in good condition
Print name ____________________
Signature ____________________

Payment Method	Amount Received
Debit Cards - Shift 4	$543.08
Merchant # Account # Authorization #	[illegible] [illegible]1873 000864
PBS Coupons	$5.00

Total Amount	$507.93
Sales Tax	$40.13
Invoice Total	$548.06



WASHINGTON STATE UNIVERSITY

Department of Criminal Justice and Criminology
College of Arts and Sciences

Contributing to more just, equitable, and safer communities

Improvement plan
Bryan Khoberger
November 2nd, 2022

1) Meet weekly with supervisor at established meeting time;
2) Keep track of weekly hours and provide report to supervisor;
3) Establish weekly goals with supervisor and discuss whether previous week's goals were met during each weekly meeting;
4) Make sure weekly goals are progressively harder to ensure progress throughout the rest of the semester;

AVISTA
1411 E. Mission Ave.
Spokane WA 99252-0001

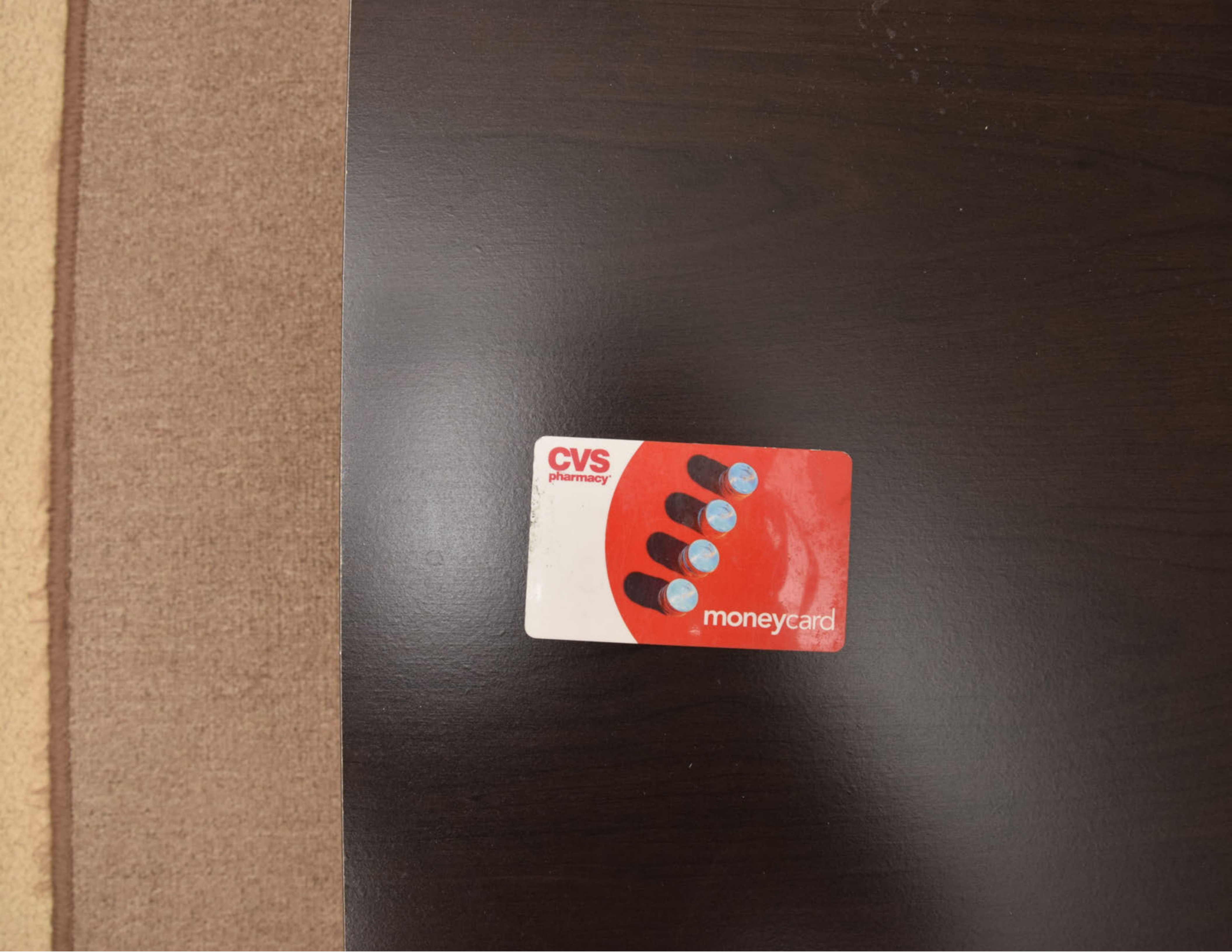
Please check here and fill out reverse if

Please do not discard. Important information regarding your energy bill.

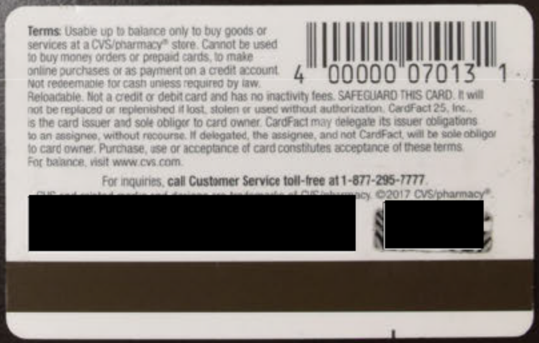
010881 1 AV 0.452 003437/010881/0[illegible] 979 043 001 VG11
BRYAN C KOHBERGER
[redacted] VALLEY RD [redacted]
PULLMAN WA 99163-4435

Access your account online at myavista.com

PRESORTED
FIRST-CLASS MAIL
U.S. POSTAGE PAID
AVISTA



CVS
pharmacy
moneycard



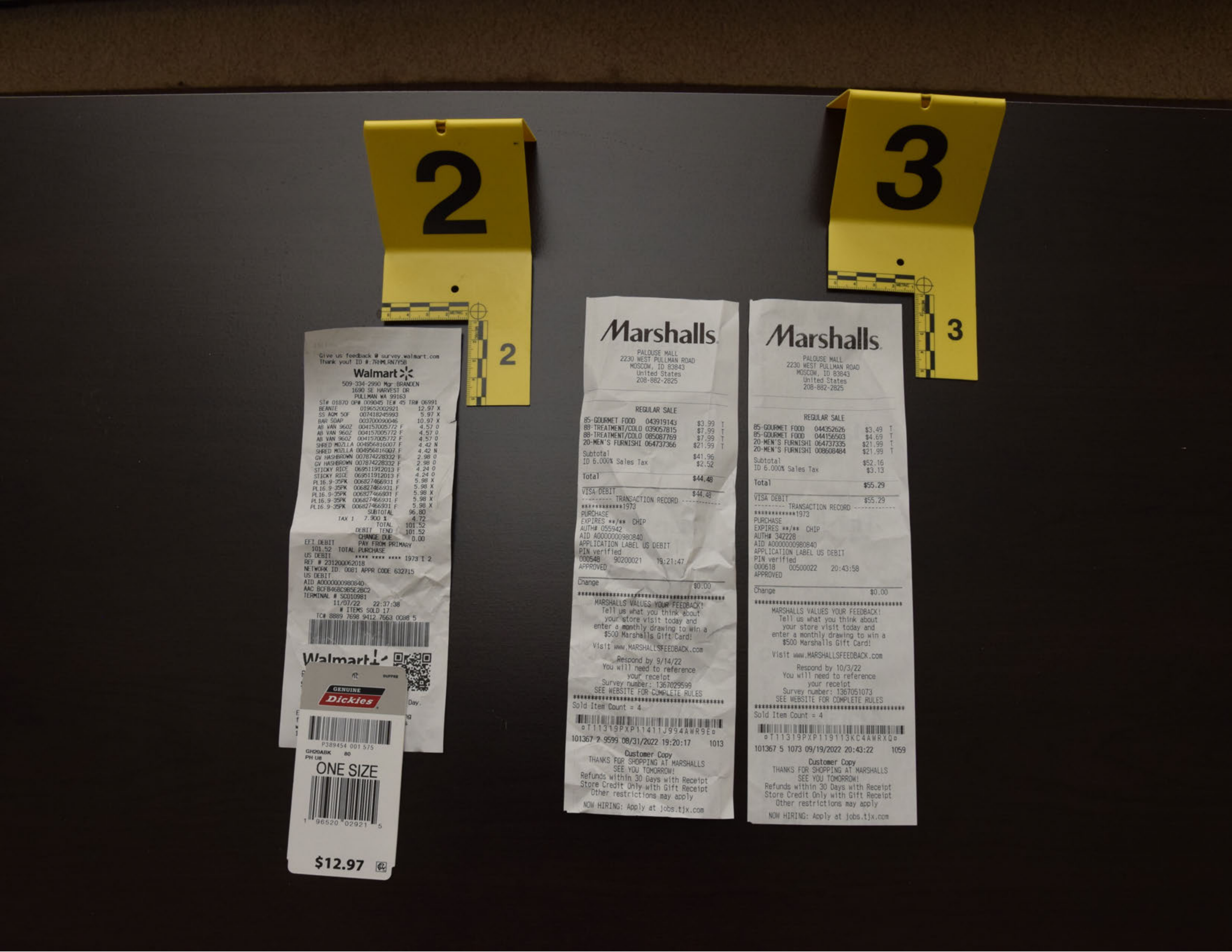
Terms: Usable up to balance only to buy goods or services at a CVS/pharmacy® store. Cannot be used to buy money orders or prepaid cards, to make online purchases or as payment on a credit account. Not redeemable for cash unless required by law. Reloadable. Not a credit or debit card and has no inactivity fees. SAFEGUARD THIS CARD. It will not be replaced or replenished if lost, stolen or used without authorization. CardFact 25, Inc., is the card issuer and sole obligor to card owner. CardFact may delegate its issuer obligations to an assignee, without recourse. If delegated, the assignee, and not CardFact, will be sole obligor to card owner. Purchase, use or acceptance of card constitutes acceptance of these terms. For balance, visit www.cvs.com.

4 00000 07013 1

For inquiries, **call Customer Service toll-free at 1-877-295-7777**.

[redacted] acy. ©2017 CVS/pharmacy®.

[redacted]



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Give us feedback @ survey.walmart.com
Thank you! ID #:7RHMLRN7Y5B
             Walmart
        509-334-2990 Mgr:BRANDEN
           1690 SE HARVEST DR
            PULLMAN WA 99163
ST# 01870 OP# 009045 TE# 45 TR# 06991
BEANIE        019652002921     12.97 X
SS AQM 50F    007418245993      5.97 X
BAR SOAP      003700090046     10.97 X
AB VAN 96OZ   004157005772 F    4.57 O
AB VAN 96OZ   004157005772 F    4.57 O
AB VAN 96OZ   004157005772 F    4.57 O
SHRED MOZLLA  004956816007 F    4.42 N
SHRED MOZLLA  004956816007 F    4.42 N
GV HASHBROWN  007874228332 F    2.98 O
GV HASHBROWN  007874228332 F    2.98 O
STICKY RICE   069511912013 F    4.24 O
STICKY RICE   069511912013 F    4.24 O
PL16.9-35PK   006827466931 F    5.98 X
PL16.9-35PK   006827466931 F    5.98 X
PL16.9-35PK   006827466931 F    5.98 X
PL16.9-35PK   006827466931 F    5.98 X
PL16.9-35PK   006827466931 F    5.98 X
                     SUBTOTAL  96.80
          TAX 1  7.900 %        4.72
                        TOTAL 101.52
                  DEBIT  TEND 101.52
                  CHANGE DUE    0.00
EFT DEBIT         PAY FROM PRIMARY
  101.52  TOTAL PURCHASE
US DEBIT          **** **** **** 1973 I 2
REF # 231200062018
NETWORK ID. 0081 APPR CODE 632715
US DEBIT
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AAC BCFB468C985E2BC2
TERMINAL # SC010981
        11/07/22    22:37:38
           # ITEMS SOLD 17
    TC# 8889 7698 9412 7663 0088 5
Walmart
Day.
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GENUINE
Dickies
P389454 001 575
GH20ABK      80
PH U8
ONE SIZE
1 96520 02921 5
$12.97
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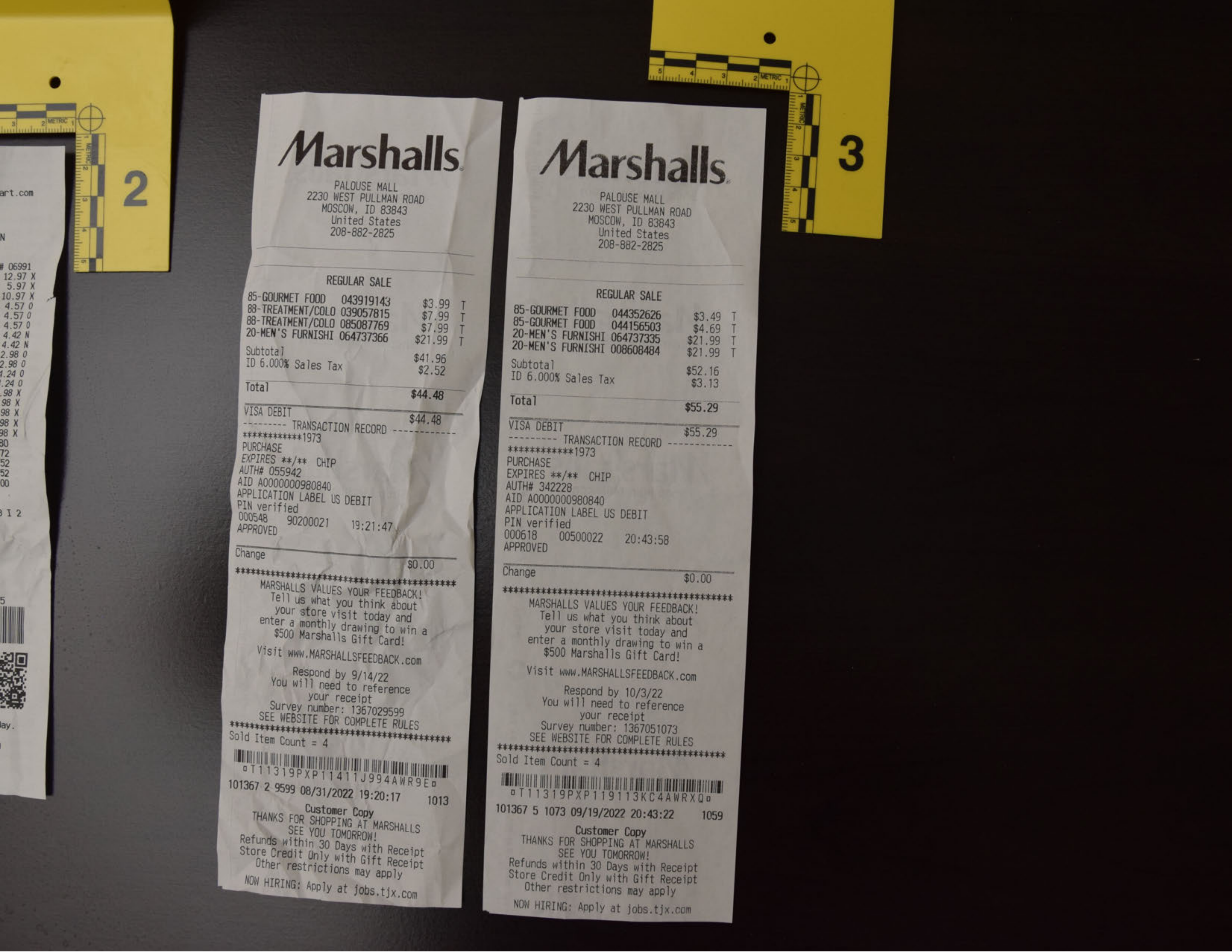
```
Marshalls
PALOUSE MALL
2230 WEST PULLMAN ROAD
MOSCOW, ID 83843
United States
208-882-2825

REGULAR SALE
85-GOURMET FOOD     043919143    $3.99  T
88-TREATMENT/COLO 039057815      $7.99  T
88-TREATMENT/COLO 085087769      $7.99  T
20-MEN'S FURNISHI 064737366     $21.99  T
Subtotal                        $41.96
ID 6.000% Sales Tax              $2.52
Total                           $44.48
VISA DEBIT                      $44.48
---------- TRANSACTION RECORD ------------
*************1973
PURCHASE
EXPIRES **/**  CHIP
AUTH# 055942
AID A0000000980840
APPLICATION LABEL US DEBIT
PIN verified
000548    90200021    19:21:47
APPROVED
Change                           $0.00
******************************************
  MARSHALLS VALUES YOUR FEEDBACK!
    Tell us what you think about
     your store visit today and
  enter a monthly drawing to win a
     $500 Marshalls Gift Card!
Visit www.MARSHALLSFEEDBACK.com
       Respond by 9/14/22
   You will need to reference
          your receipt
   Survey number: 1367029599
 SEE WEBSITE FOR COMPLETE RULES
******************************************
Sold Item Count = 4
 T11319PXP11411J994AWR9E
101367 2 9599 08/31/2022 19:20:17    1013
          Customer Copy
 THANKS FOR SHOPPING AT MARSHALLS
        SEE YOU TOMORROW!
Refunds within 30 Days with Receipt
Store Credit Only with Gift Receipt
   Other restrictions may apply
NOW HIRING: Apply at jobs.tjx.com
```

```
Marshalls
PALOUSE MALL
2230 WEST PULLMAN ROAD
MOSCOW, ID 83843
United States
208-882-2825

REGULAR SALE
85-GOURMET FOOD     044352626    $3.49  T
85-GOURMET FOOD     044156503    $4.69  T
20-MEN'S FURNISHI 064737335     $21.99  T
20-MEN'S FURNISHI 008608484     $21.99  T
Subtotal                        $52.16
ID 6.000% Sales Tax              $3.13
Total                           $55.29
VISA DEBIT                      $55.29
---------- TRANSACTION RECORD ------------
*************1973
PURCHASE
EXPIRES **/**  CHIP
AUTH# 342228
AID A0000000980840
APPLICATION LABEL US DEBIT
PIN verified
000618    00500022    20:43:58
APPROVED
Change                           $0.00
******************************************
  MARSHALLS VALUES YOUR FEEDBACK!
    Tell us what you think about
     your store visit today and
  enter a monthly drawing to win a
     $500 Marshalls Gift Card!
Visit www.MARSHALLSFEEDBACK.com
       Respond by 10/3/22
   You will need to reference
          your receipt
   Survey number: 1367051073
 SEE WEBSITE FOR COMPLETE RULES
******************************************
Sold Item Count = 4
 T11319PXP119113KC4AWRXQ
101367 5 1073 09/19/2022 20:43:22    1059
          Customer Copy
 THANKS FOR SHOPPING AT MARSHALLS
        SEE YOU TOMORROW!
Refunds within 30 Days with Receipt
Store Credit Only with Gift Receipt
   Other restrictions may apply
NOW HIRING: Apply at jobs.tjx.com
```


2
3
METRIC
art.com
# 06991

Marshalls

PALOUSE MALL
2230 WEST PULLMAN ROAD
MOSCOW, ID 83843
United States
208-882-2825

REGULAR SALE

85-GOURMET FOOD	043919143	$3.99	T
88-TREATMENT/COLO	039057815	$7.99	T
88-TREATMENT/COLO	085087769	$7.99	T
20-MEN'S FURNISHI	064737366	$21.99	T
Subtotal		$41.96	
ID 6.000% Sales Tax		$2.52	
Total		$44.48	
VISA DEBIT		$44.48	

-------- TRANSACTION RECORD -----------
************1973
PURCHASE
EXPIRES **/** CHIP
AUTH# 055942
AID A0000000980840
APPLICATION LABEL US DEBIT
PIN verified
000548 90200021 19:21:47
APPROVED

Change $0.00

****
MARSHALLS VALUES YOUR FEEDBACK!
Tell us what you think about
your store visit today and
enter a monthly drawing to win a
$500 Marshalls Gift Card!

Visit www.MARSHALLSFEEDBACK.com

Respond by 9/14/22
You will need to reference
your receipt
Survey number: 1367029599
SEE WEBSITE FOR COMPLETE RULES
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Sold Item Count = 4

T11319PXP11411J994AWR9E

101367 2 9599 08/31/2022 19:20:17 1013

Customer Copy
THANKS FOR SHOPPING AT MARSHALLS
SEE YOU TOMORROW!
Refunds within 30 Days with Receipt
Store Credit Only with Gift Receipt
Other restrictions may apply

NOW HIRING: Apply at jobs.tjx.com

Marshalls

PALOUSE MALL
2230 WEST PULLMAN ROAD
MOSCOW, ID 83843
United States
208-882-2825

REGULAR SALE

85-GOURMET FOOD	044352626	$3.49	T
85-GOURMET FOOD	044156503	$4.69	T
20-MEN'S FURNISHI	064737335	$21.99	T
20-MEN'S FURNISHI	008608484	$21.99	T
Subtotal		$52.16	
ID 6.000% Sales Tax		$3.13	
Total		$55.29	
VISA DEBIT		$55.29	

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EXPIRES **/** CHIP
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AID A0000000980840
APPLICATION LABEL US DEBIT
PIN verified
000618 00500022 20:43:58
APPROVED

Change $0.00

****
MARSHALLS VALUES YOUR FEEDBACK!
Tell us what you think about
your store visit today and
enter a monthly drawing to win a
$500 Marshalls Gift Card!

Visit www.MARSHALLSFEEDBACK.com

Respond by 10/3/22
You will need to reference
your receipt
Survey number: 1367051073
SEE WEBSITE FOR COMPLETE RULES
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Sold Item Count = 4

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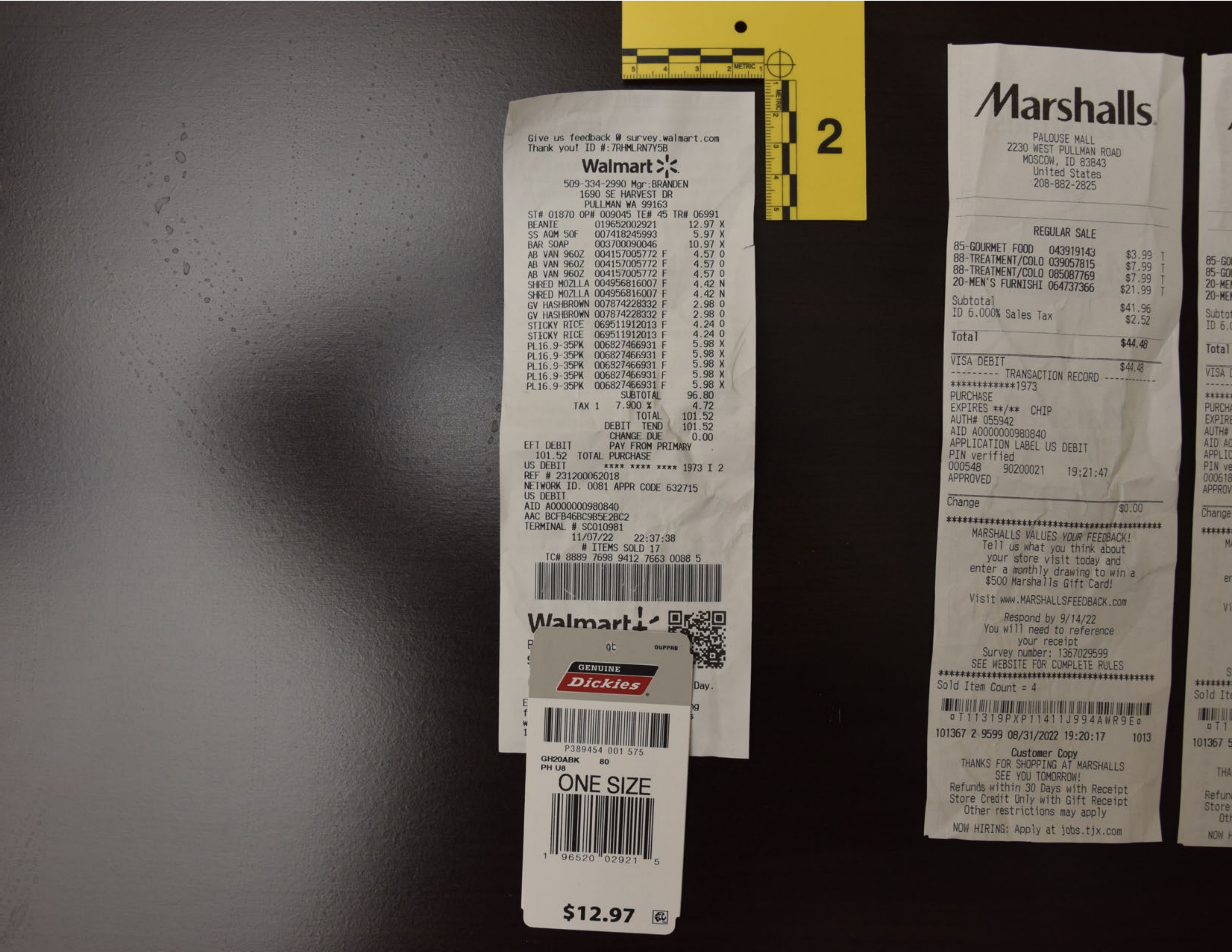
101367 5 1073 09/19/2022 20:43:22 1059

Customer Copy
THANKS FOR SHOPPING AT MARSHALLS
SEE YOU TOMORROW!
Refunds within 30 Days with Receipt
Store Credit Only with Gift Receipt
Other restrictions may apply

NOW HIRING: Apply at jobs.tjx.com



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Give us feedback @ survey.walmart.com
Thank you! ID #:7RHMLRN7Y5B
Walmart
509-334-2990 Mgr:BRANDEN
1690 SE HARVEST DR
PULLMAN WA 99163
ST# 01870 OP# 009045 TE# 45 TR# 06991
BEANIE        019652002921      12.97 X
SS AQM 50F    007418245993       5.97 X
BAR SOAP      003700090046      10.97 X
AB VAN 960Z   004157005772 F     4.57 O
AB VAN 960Z   004157005772 F     4.57 O
AB VAN 960Z   004157005772 F     4.57 O
SHRED MOZLLA  004956816007 F     4.42 N
SHRED MOZLLA  004956816007 F     4.42 N
GV HASHBROWN  007874228332 F     2.98 O
GV HASHBROWN  007874228332 F     2.98 O
STICKY RICE   069511912013 F     4.24 O
STICKY RICE   069511912013 F     4.24 O
PL16.9-35PK   006827466931 F     5.98 X
PL16.9-35PK   006827466931 F     5.98 X
PL16.9-35PK   006827466931 F     5.98 X
PL16.9-35PK   006827466931 F     5.98 X
PL16.9-35PK   006827466931 F     5.98 X
                     SUBTOTAL   96.80
         TAX 1   7.900 %         4.72
                        TOTAL  101.52
                  DEBIT  TEND  101.52
                   CHANGE DUE    0.00
EFT DEBIT          PAY FROM PRIMARY
  101.52  TOTAL PURCHASE
US DEBIT           **** **** **** 1973 I 2
REF # 231200062018
NETWORK ID. 0081 APPR CODE 632715
US DEBIT
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TERMINAL # SC010981
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      TC# 8889 7698 9412 7663 0088 5
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qt                      OUPPR8
GENUINE
Dickies
P389454 001 575
GH20ABK     80
PH U8
ONE SIZE
1  96520  02921  5
$12.97
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Marshalls
PALOUSE MALL
2230 WEST PULLMAN ROAD
MOSCOW, ID 83843
United States
208-882-2825

REGULAR SALE
85-GOURMET FOOD    043919143     $3.99 T
88-TREATMENT/COLO 039057815      $7.99 T
88-TREATMENT/COLO 085087769      $7.99 T
20-MEN'S FURNISHI 064737366     $21.99 T
Subtotal                        $41.96
ID 6.000% Sales Tax              $2.52
Total                           $44.48
VISA DEBIT                      $44.48
--------- TRANSACTION RECORD -----------
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PURCHASE
EXPIRES **/**  CHIP
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APPLICATION LABEL US DEBIT
PIN verified
000548     90200021     19:21:47
APPROVED
Change                           $0.00
****************************************
MARSHALLS VALUES YOUR FEEDBACK!
Tell us what you think about
your store visit today and
enter a monthly drawing to win a
$500 Marshalls Gift Card!
Visit www.MARSHALLSFEEDBACK.com
Respond by 9/14/22
You will need to reference
your receipt
Survey number: 1367029599
SEE WEBSITE FOR COMPLETE RULES
****************************************
Sold Item Count = 4
T11319PXP11411J994AWR9E
101367 2 9599 08/31/2022 19:20:17     1013
Customer Copy
THANKS FOR SHOPPING AT MARSHALLS
SEE YOU TOMORROW!
Refunds within 30 Days with Receipt
Store Credit Only with Gift Receipt
Other restrictions may apply
NOW HIRING: Apply at jobs.tjx.com
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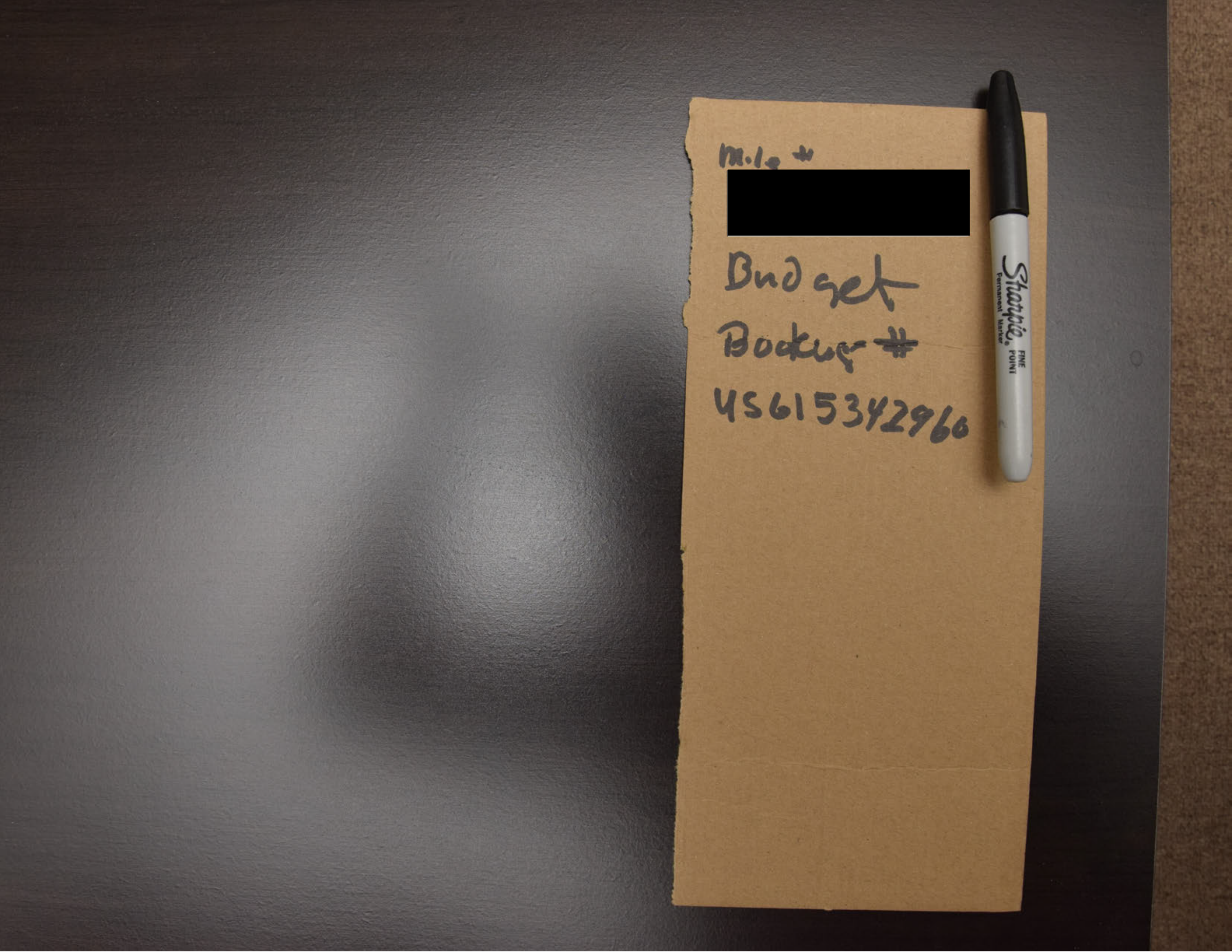
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Permanent Marker
FINE POINT

M.le #

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Budget

Booking #

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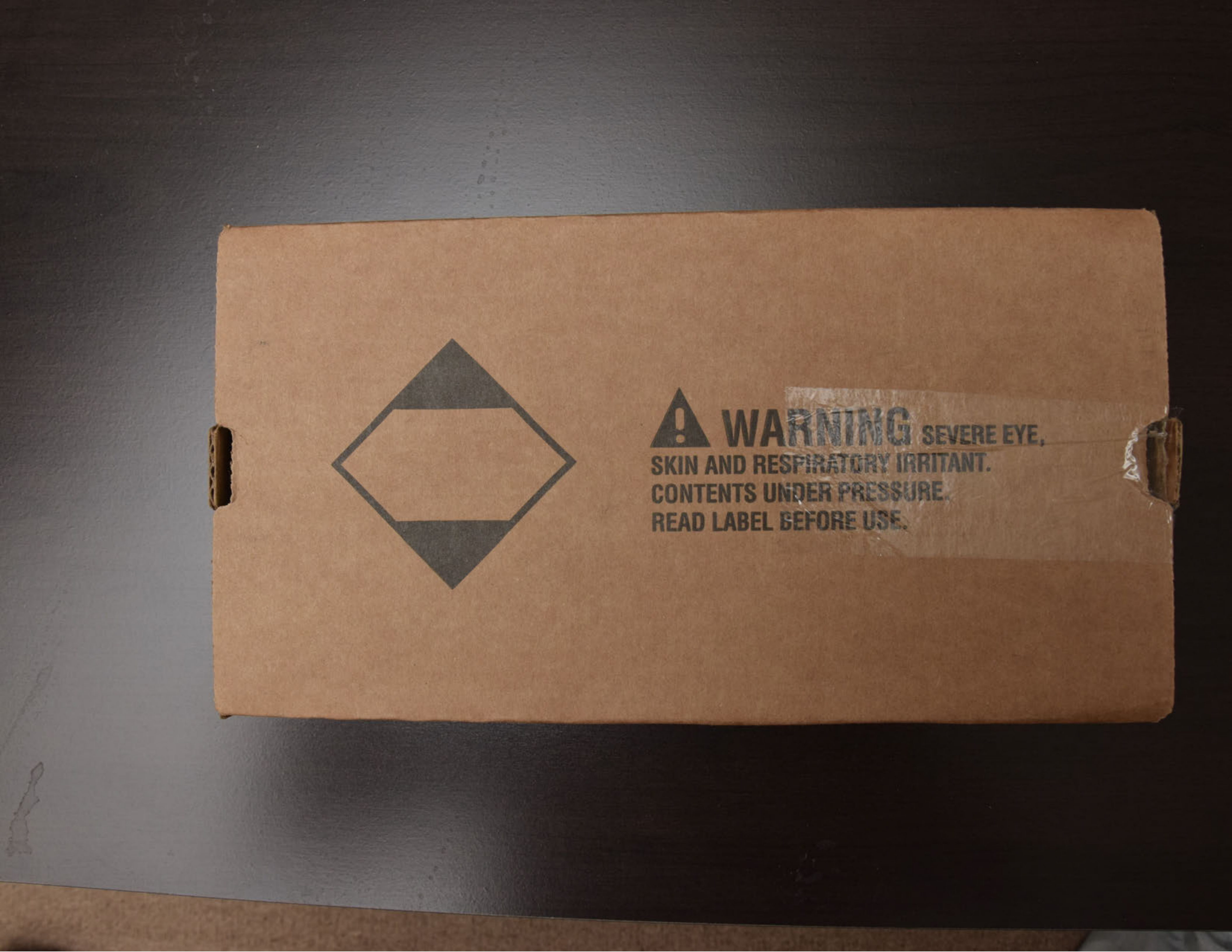

WARNING SEVERE EYE,
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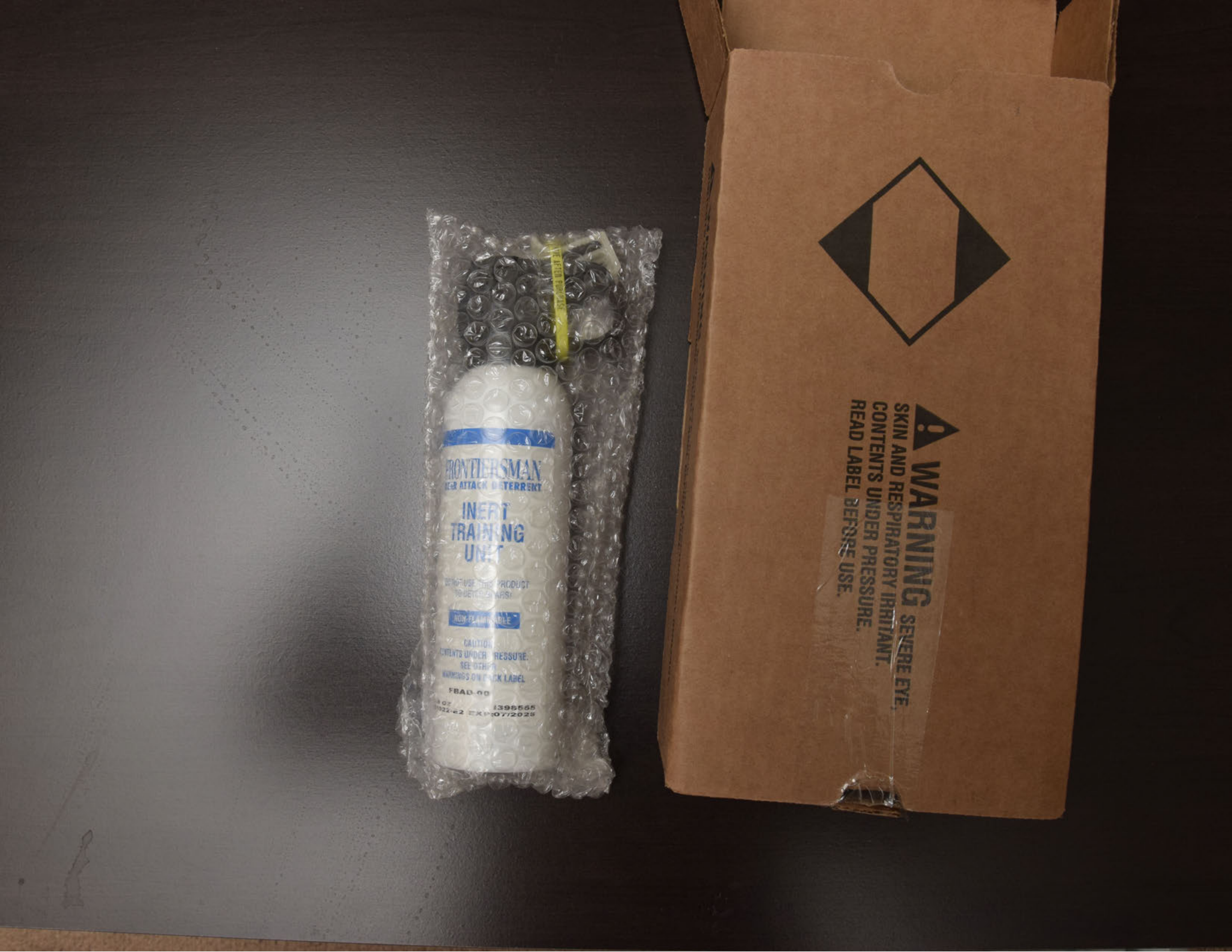
CONTENTS UNDER PRESSURE.
READ LABEL BEFORE USE.


FRONTIERSMAN
BEAR ATTACK DETERRENT
INERT
TRAINING
UNIT
NON-FLAMMABLE
CAUTION
CONTENTS UNDER PRESSURE.
SEE OTHER
WARNINGS ON BACK LABEL
FBAD-00
1398565
EXP:07/2025
WARNING SEVERE EYE,
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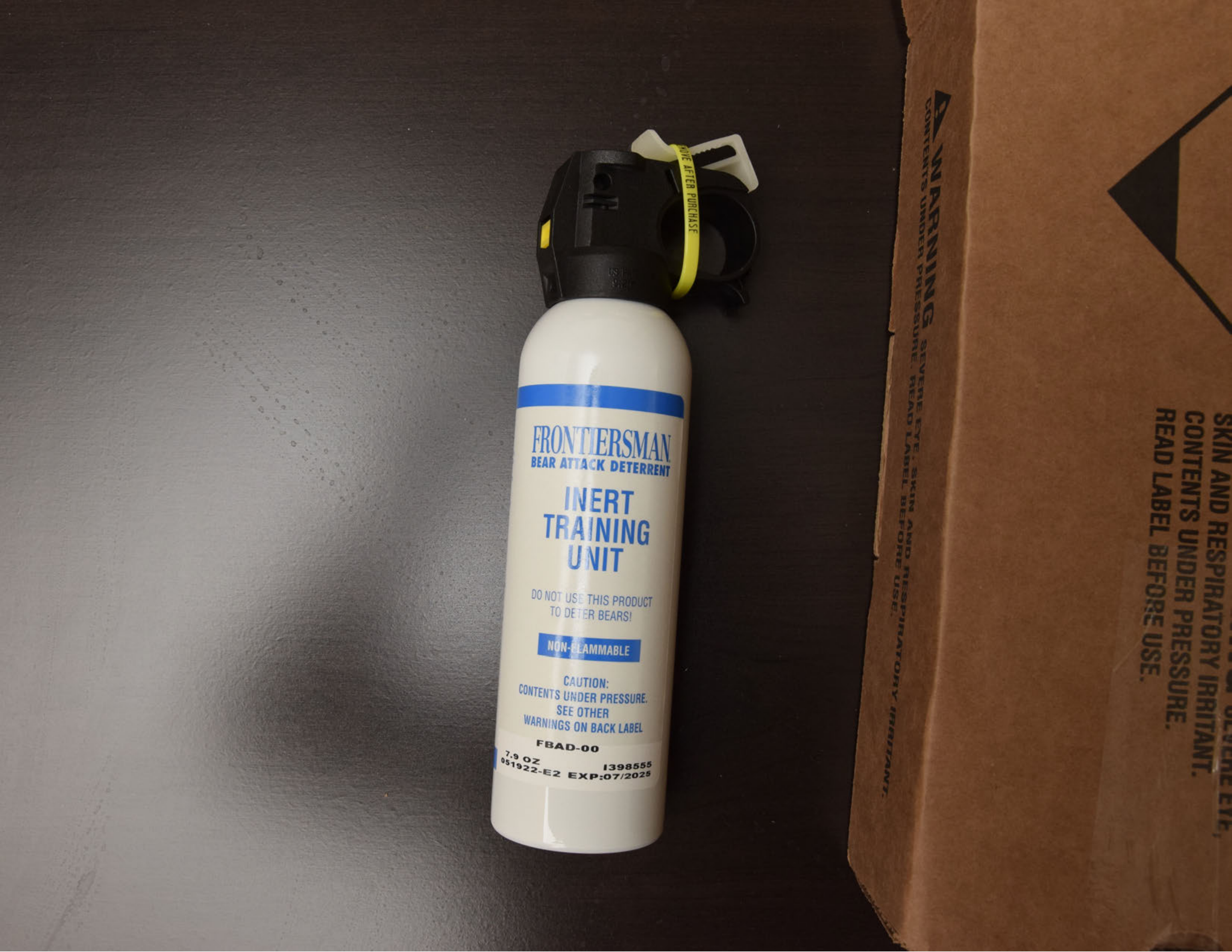
CONTENTS UNDER PRESSURE.
READ LABEL BEFORE USE.


OVE AFTER PURCHASE
FRONTIERSMAN
BEAR ATTACK DETERRENT
INERT TRAINING UNIT
DO NOT USE THIS PRODUCT TO DETER BEARS!
NON-FLAMMABLE
CAUTION: CONTENTS UNDER PRESSURE. SEE OTHER WARNINGS ON BACK LABEL
FBAD-00
7.9 OZ
051922-E2 EXP:07/2025
I398555
WARNING SEVERE EYE, SKIN AND RESPIRATORY IRRITANT.
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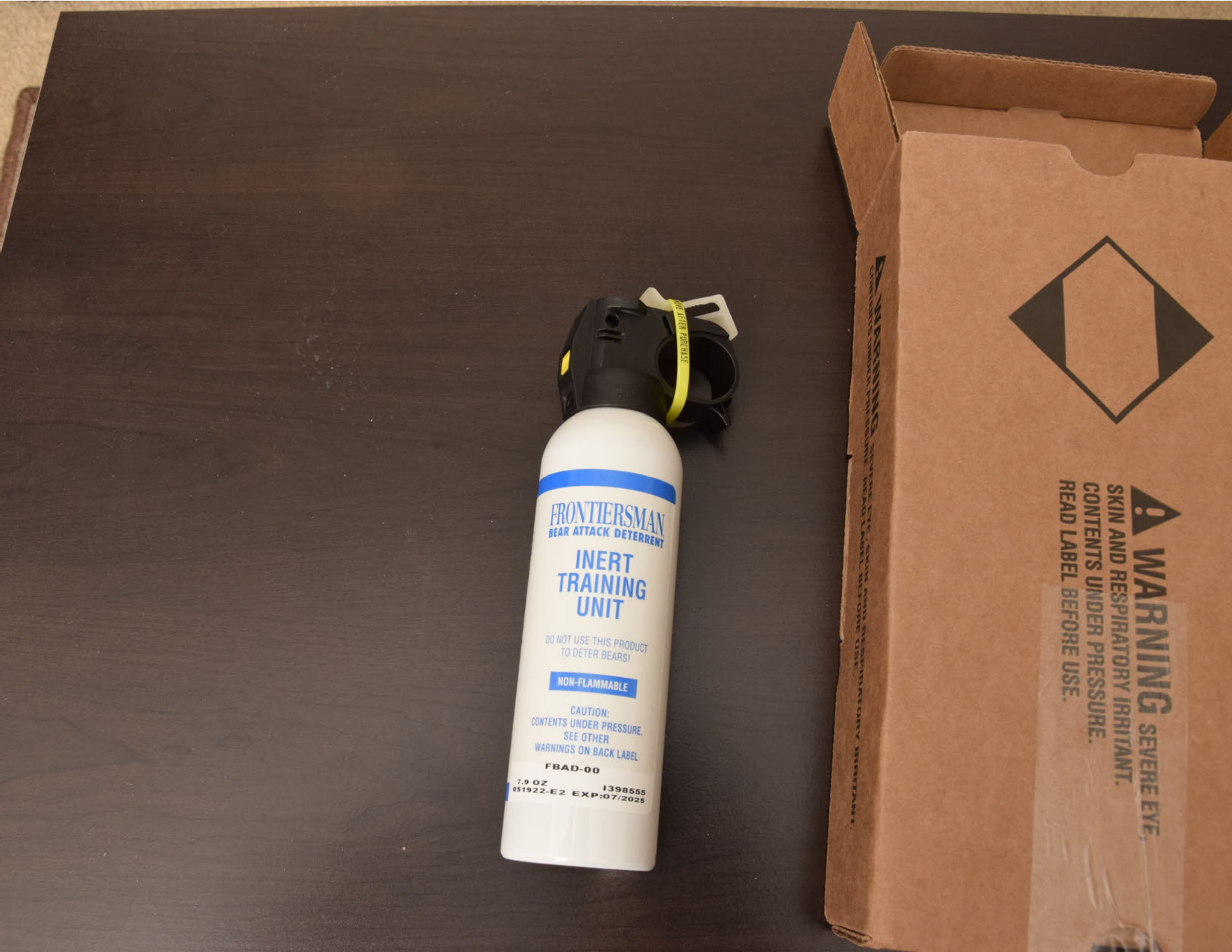
SKIN AND RESPIRATORY IRRITANT.
CONTENTS UNDER PRESSURE.
READ LABEL BEFORE USE.


ONE AFTER PURCHASE
FRONTIERSMAN
BEAR ATTACK DETERRENT
INERT TRAINING UNIT
DO NOT USE THIS PRODUCT TO DETER BEARS!
NON-FLAMMABLE
CAUTION:
CONTENTS UNDER PRESSURE.
SEE OTHER
WARNINGS ON BACK LABEL
FBAD-00
7.9 OZ
051922-E2 EXP:07/2025
I398555
WARNING SEVERE EYE, SKIN AND RESPIRATORY IRRITANT.
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WARNING SEVERE EYE,
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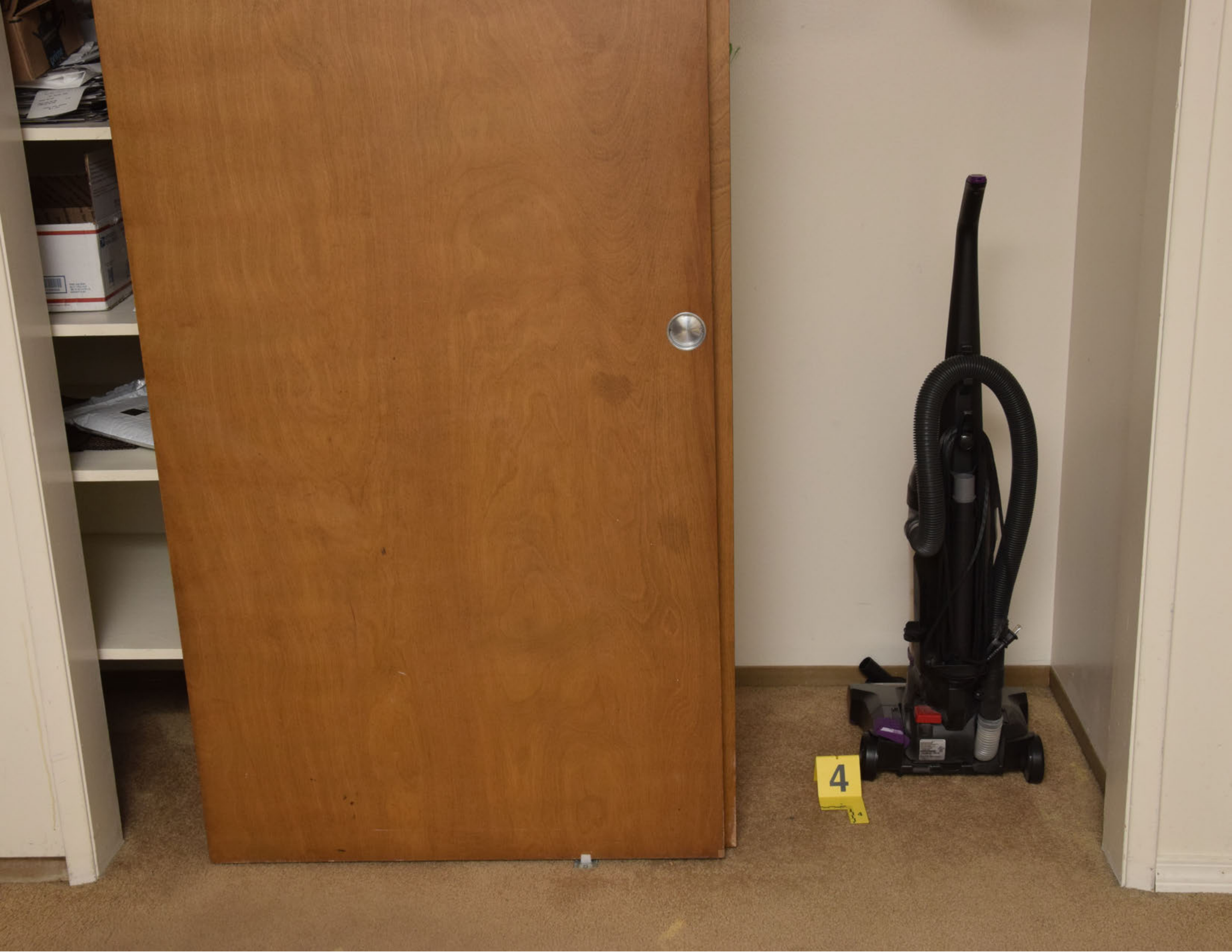
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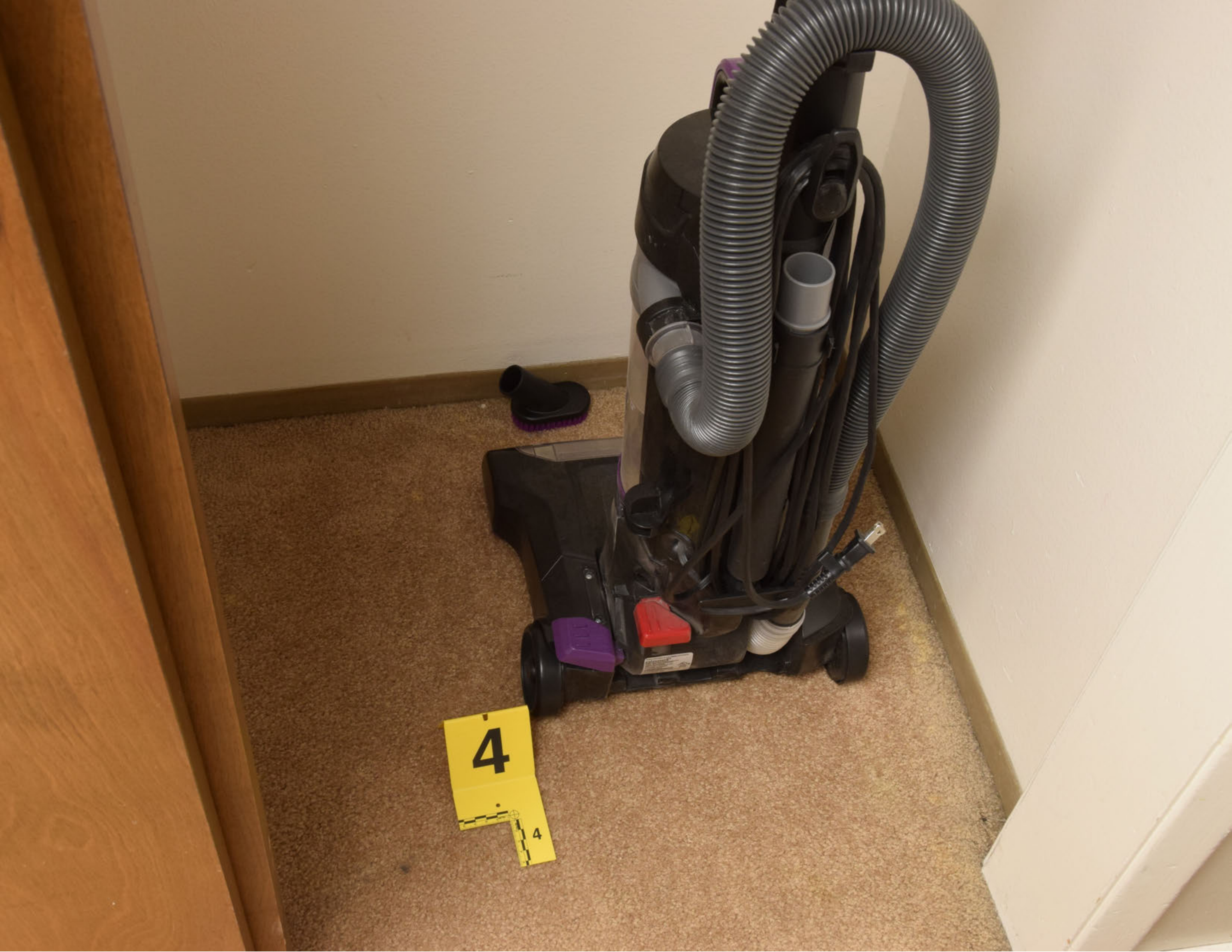
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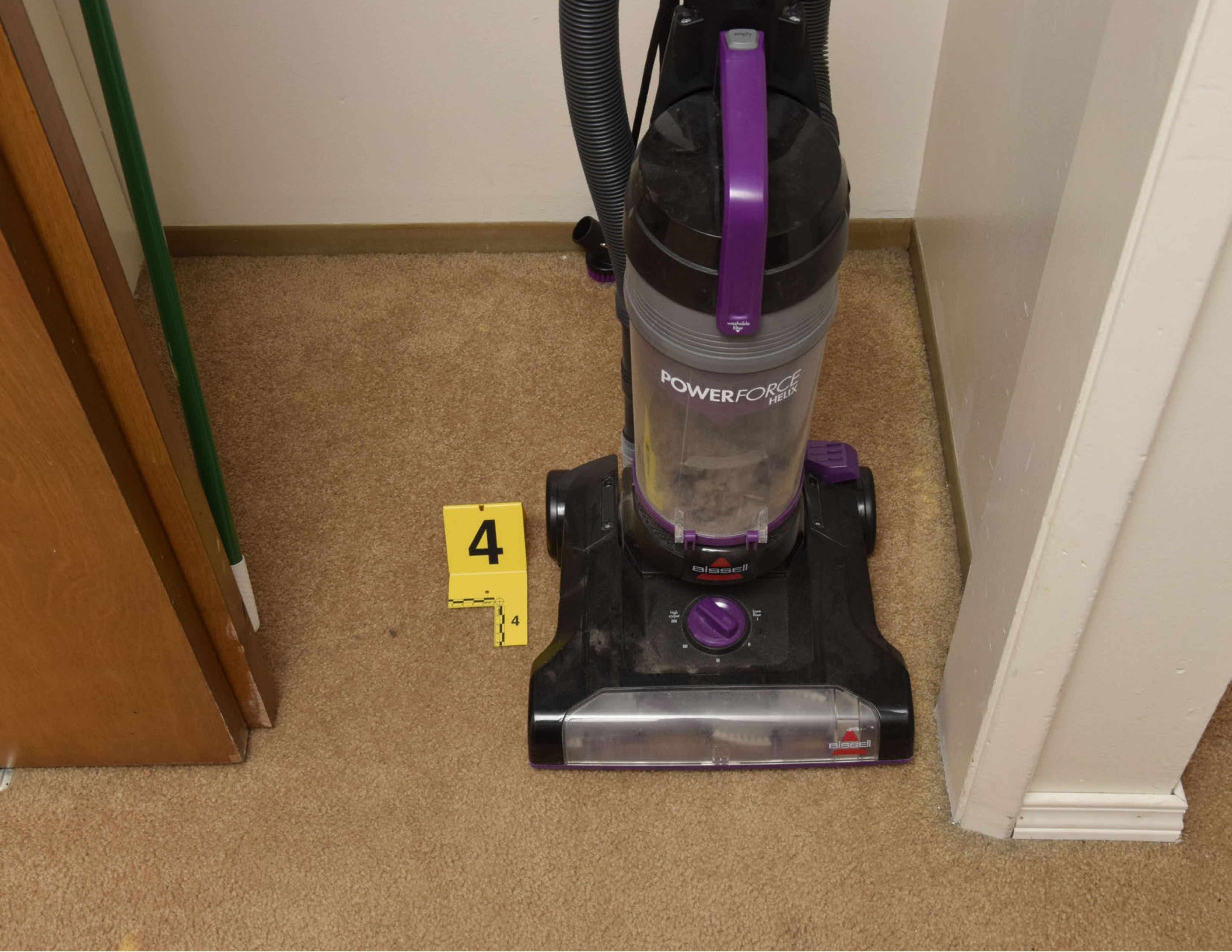

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BISSELL
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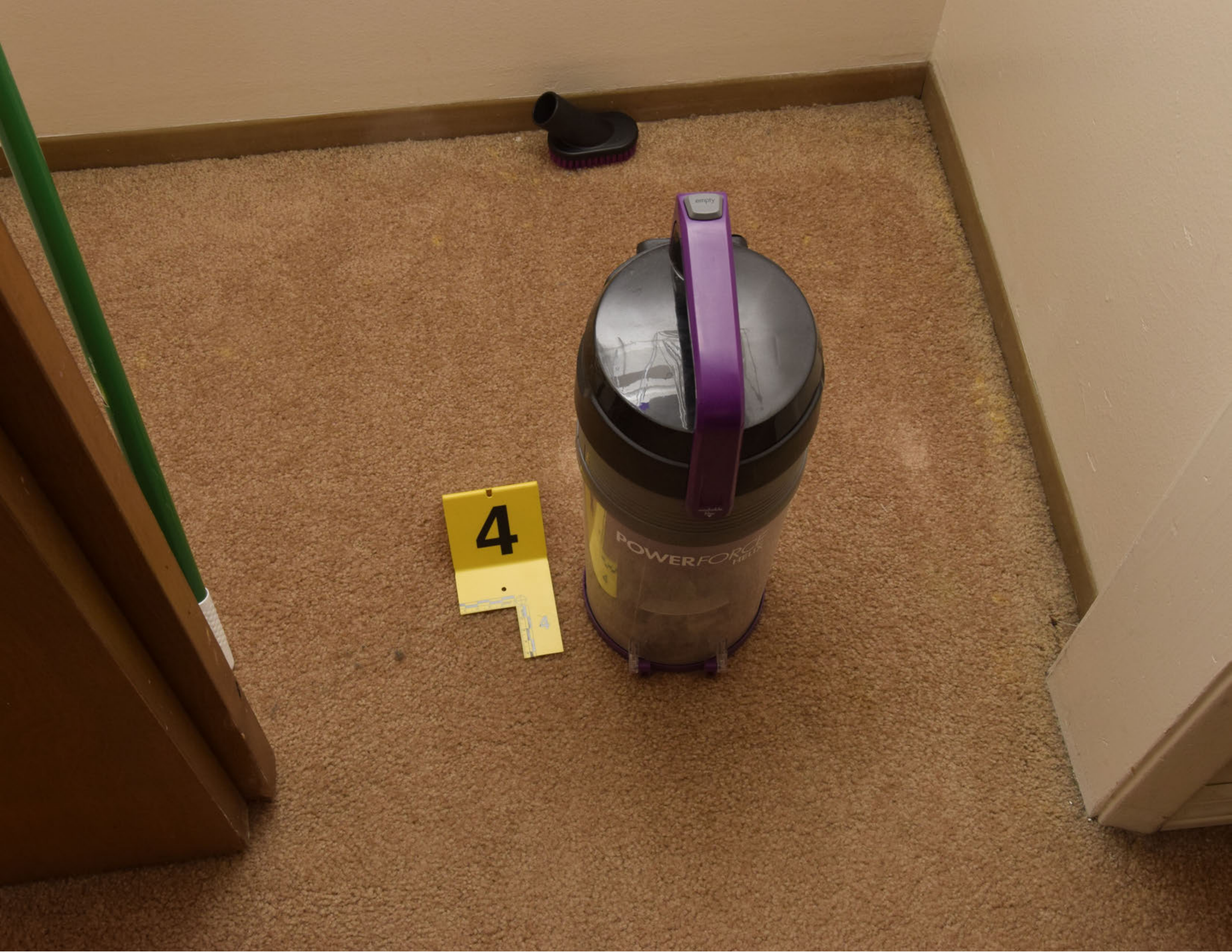
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POWERFORCE HELIX
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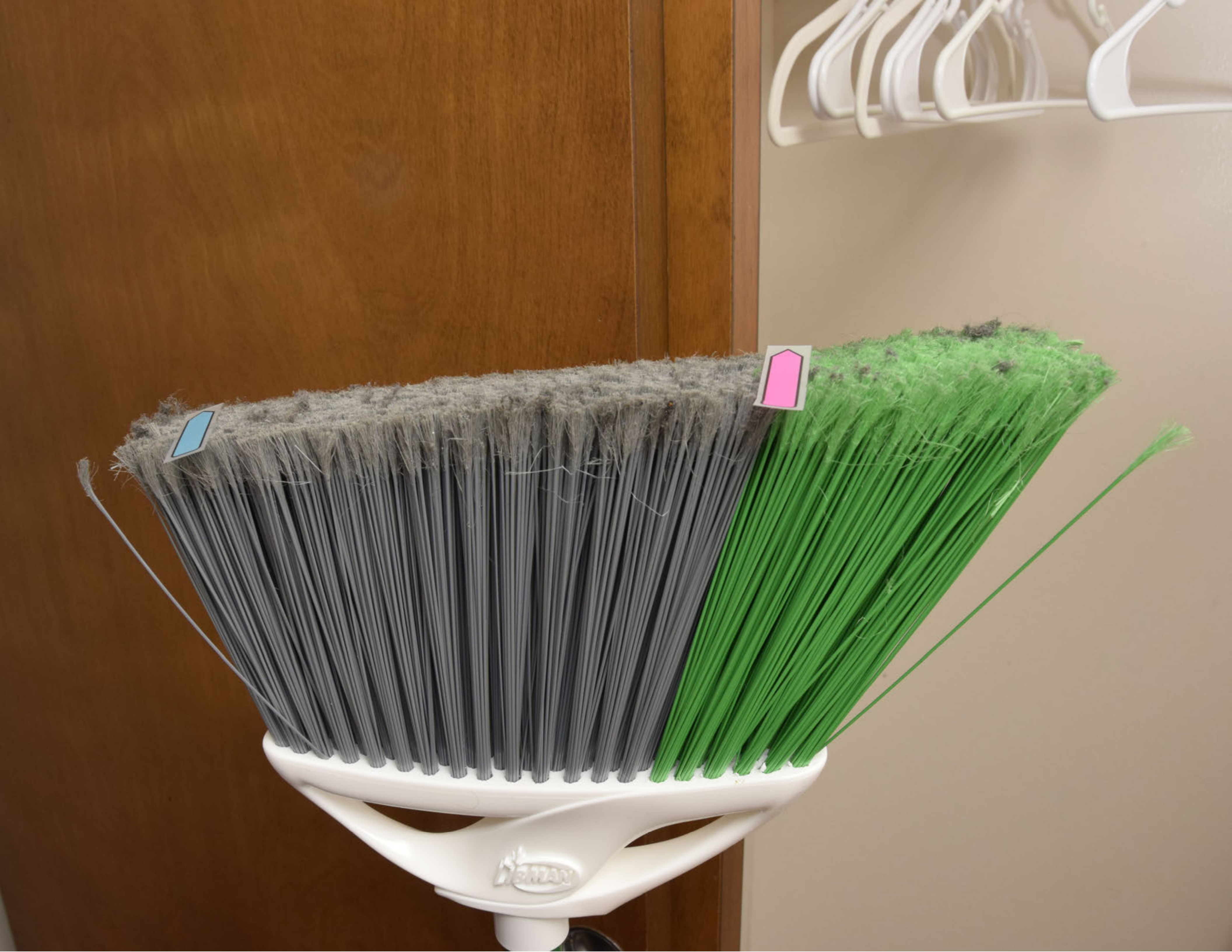
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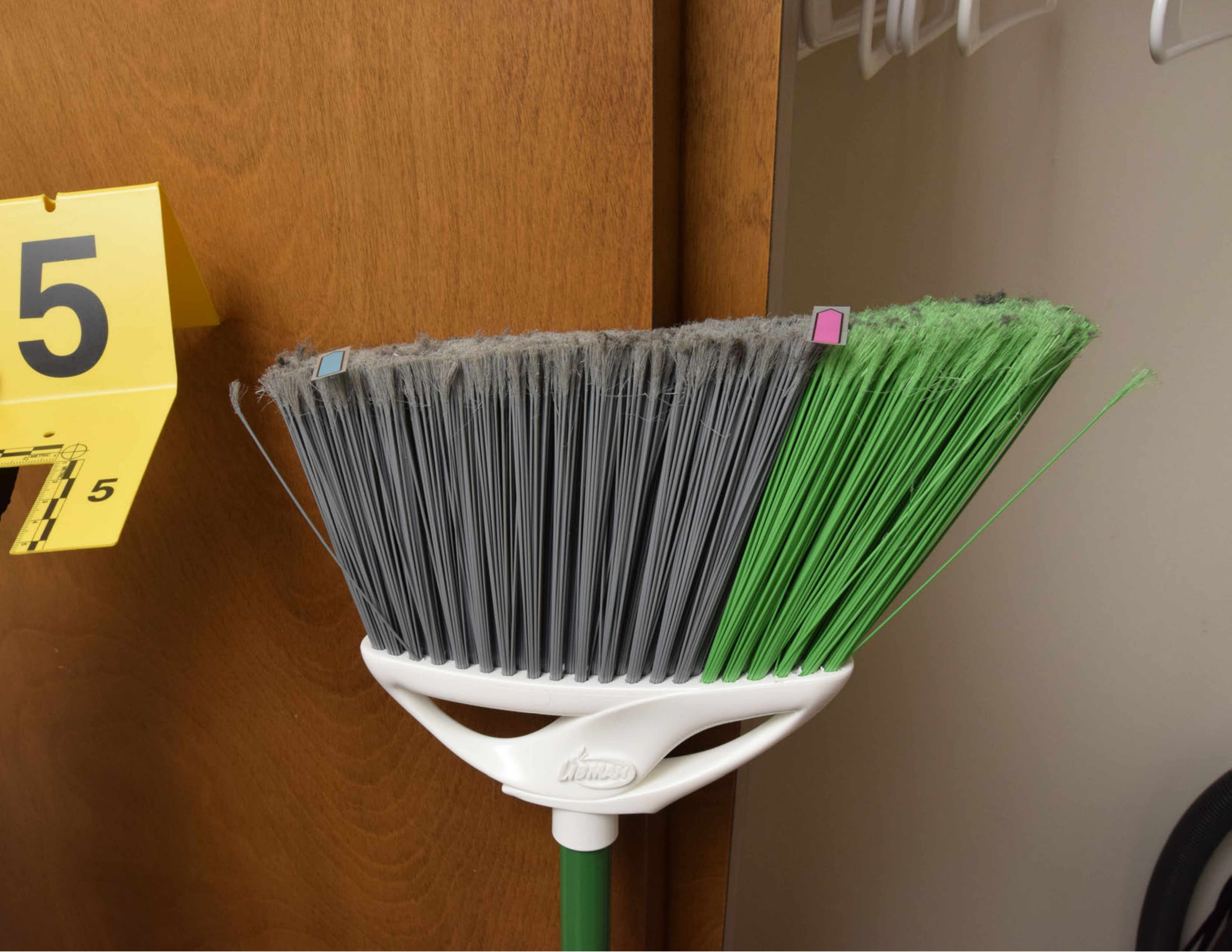
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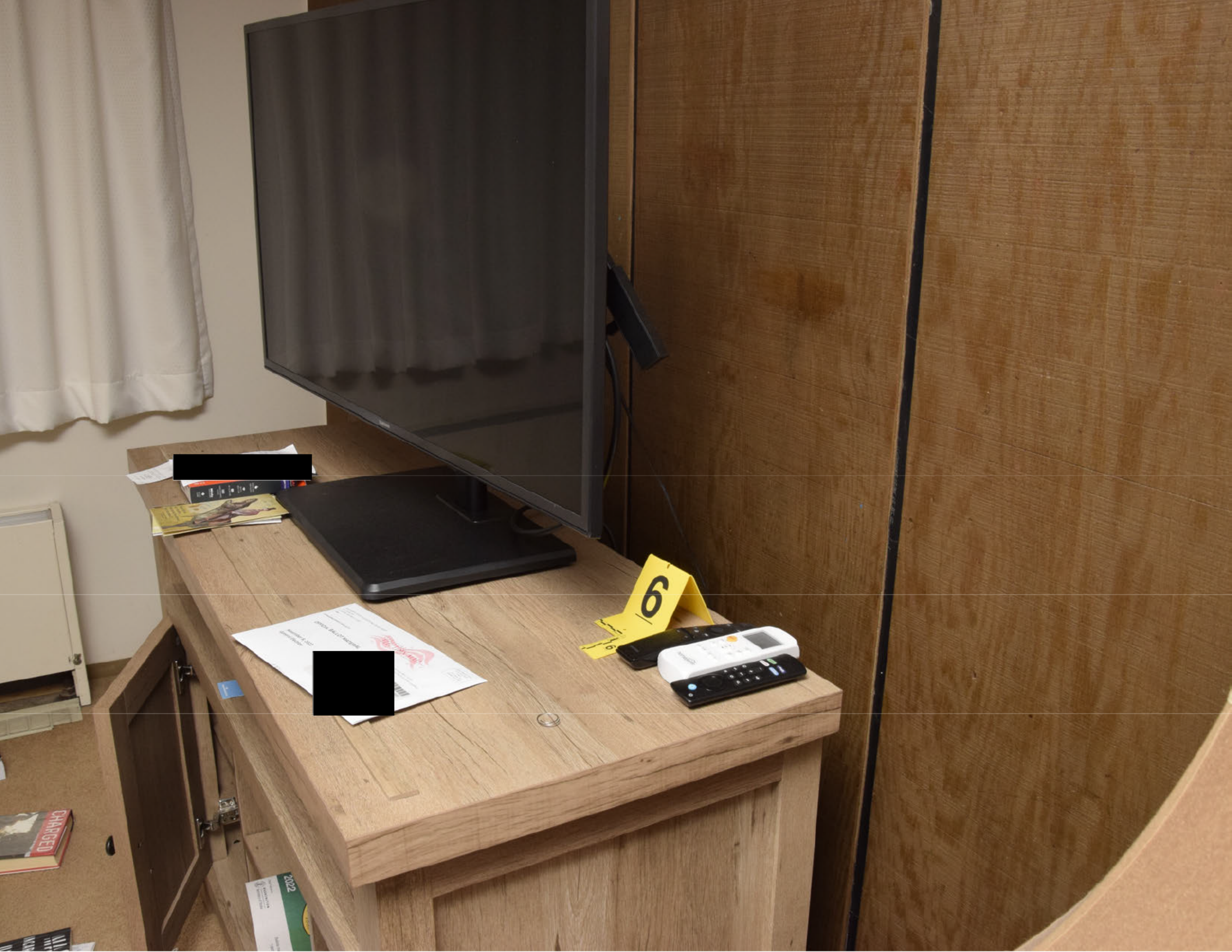
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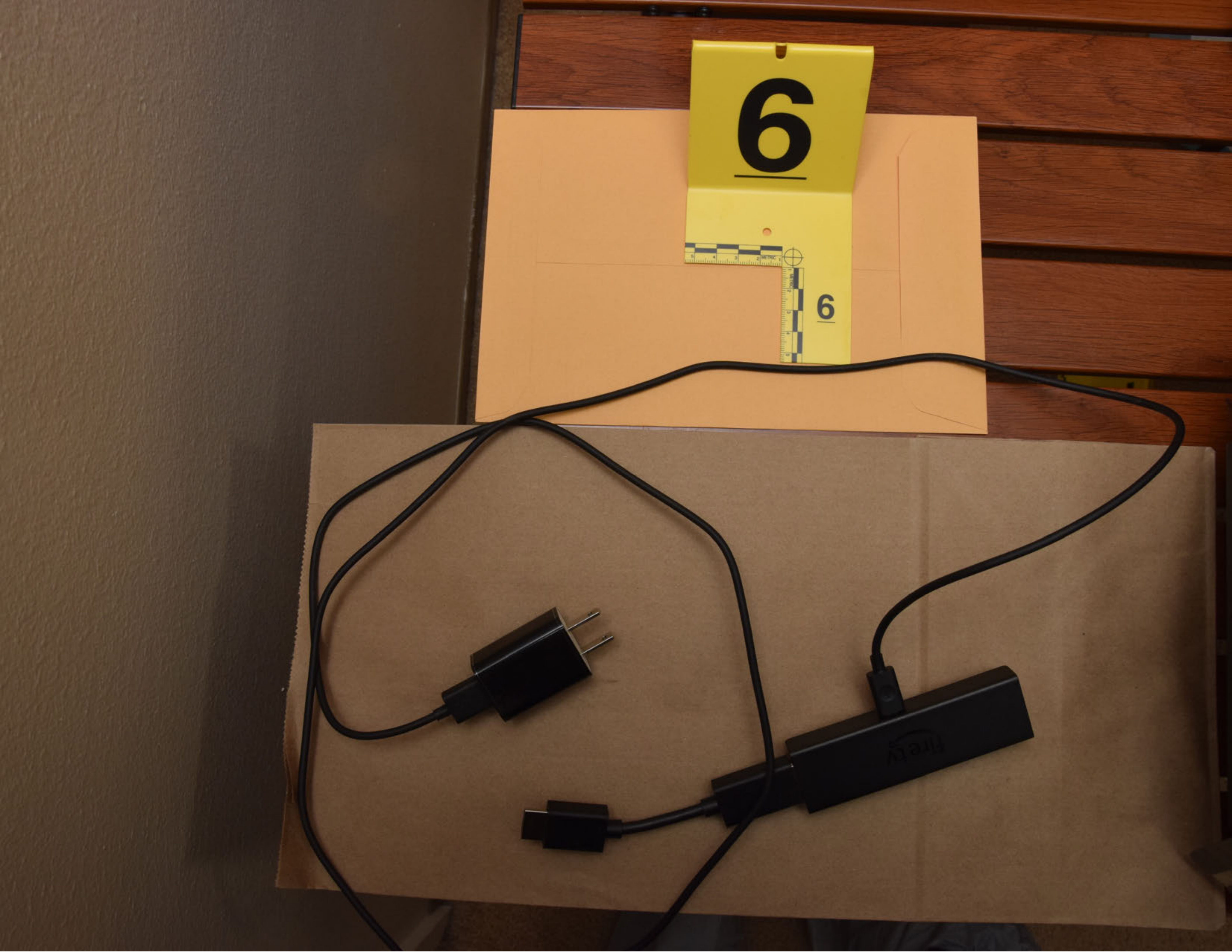
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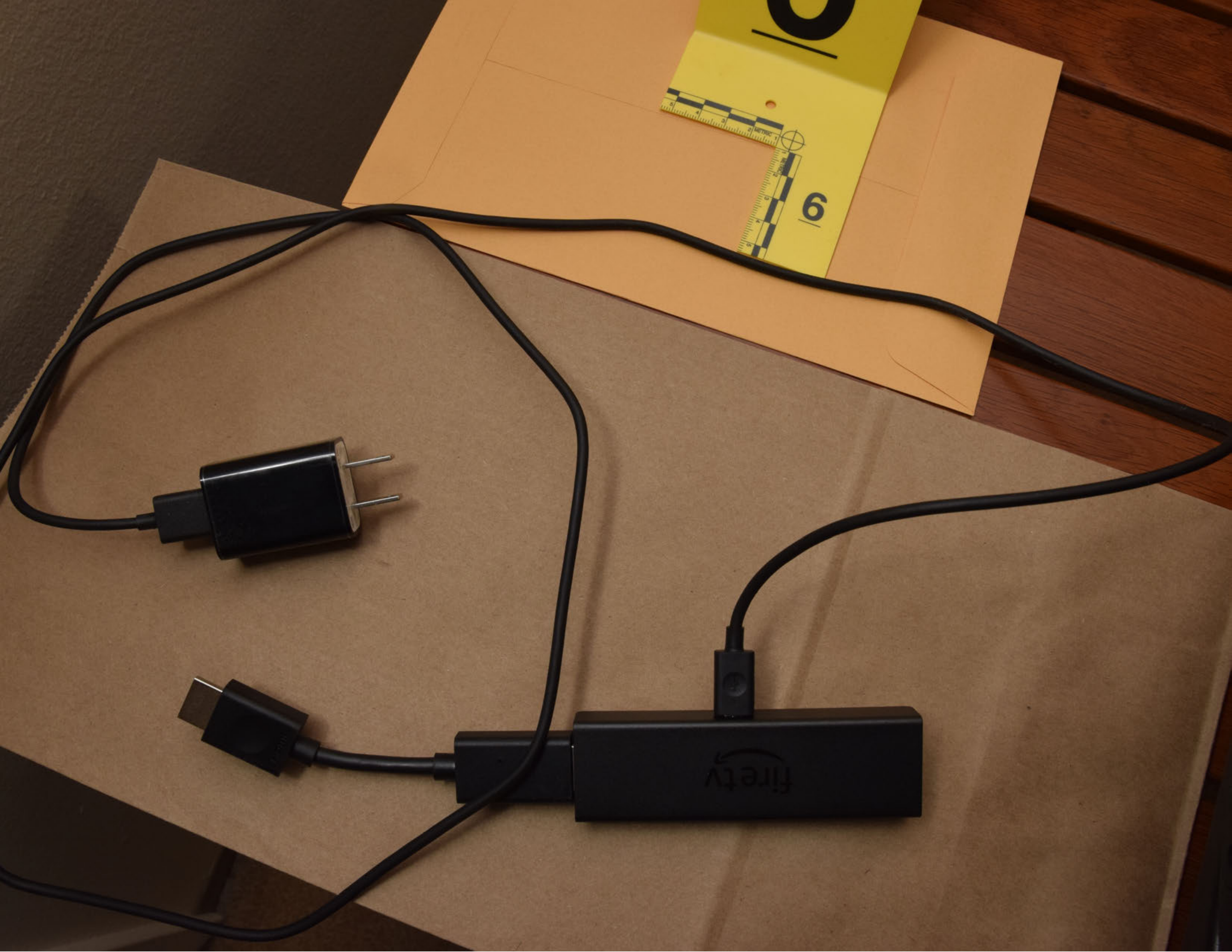
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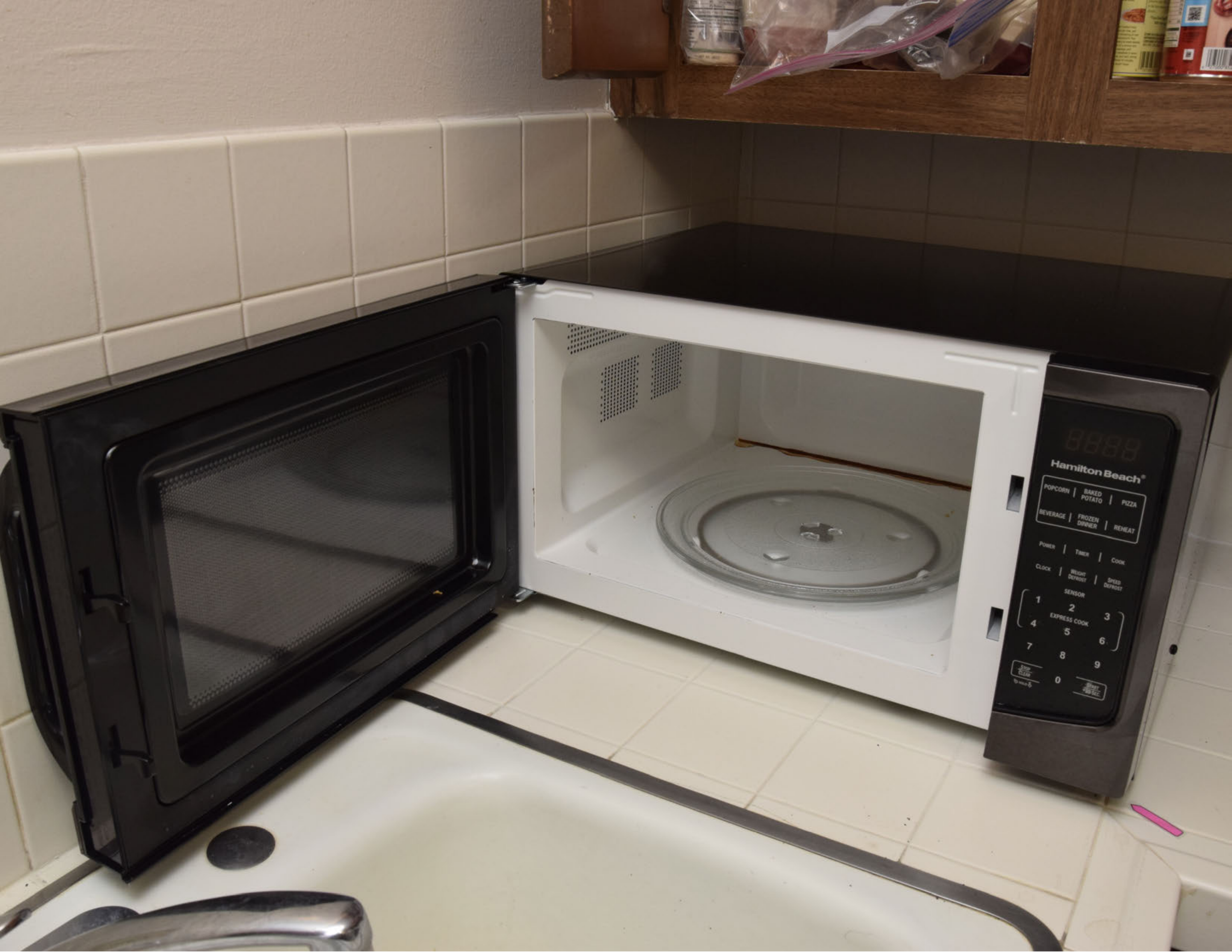
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PIZZA
BEVERAGE
FROZEN DINNER
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POWER
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STOP CLEAR
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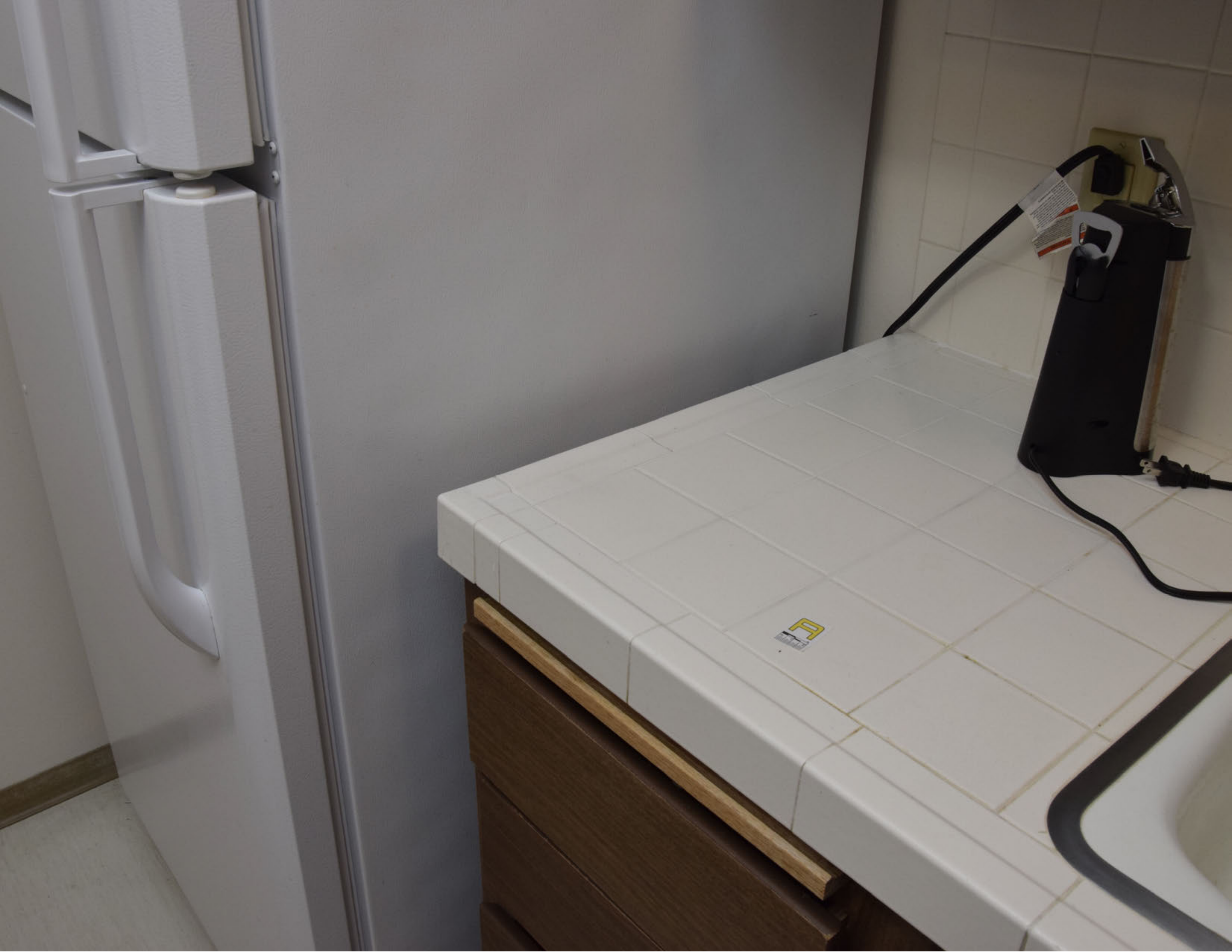
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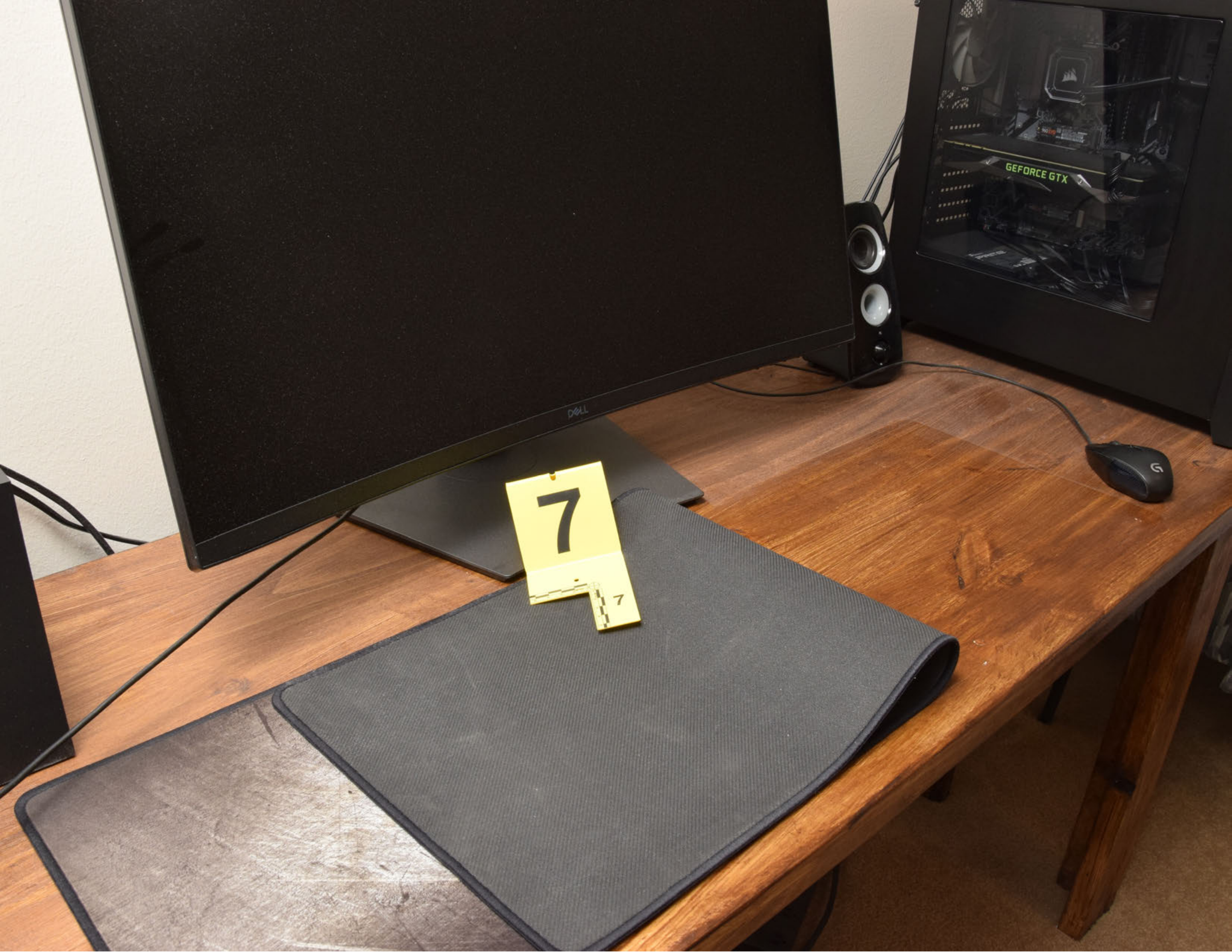
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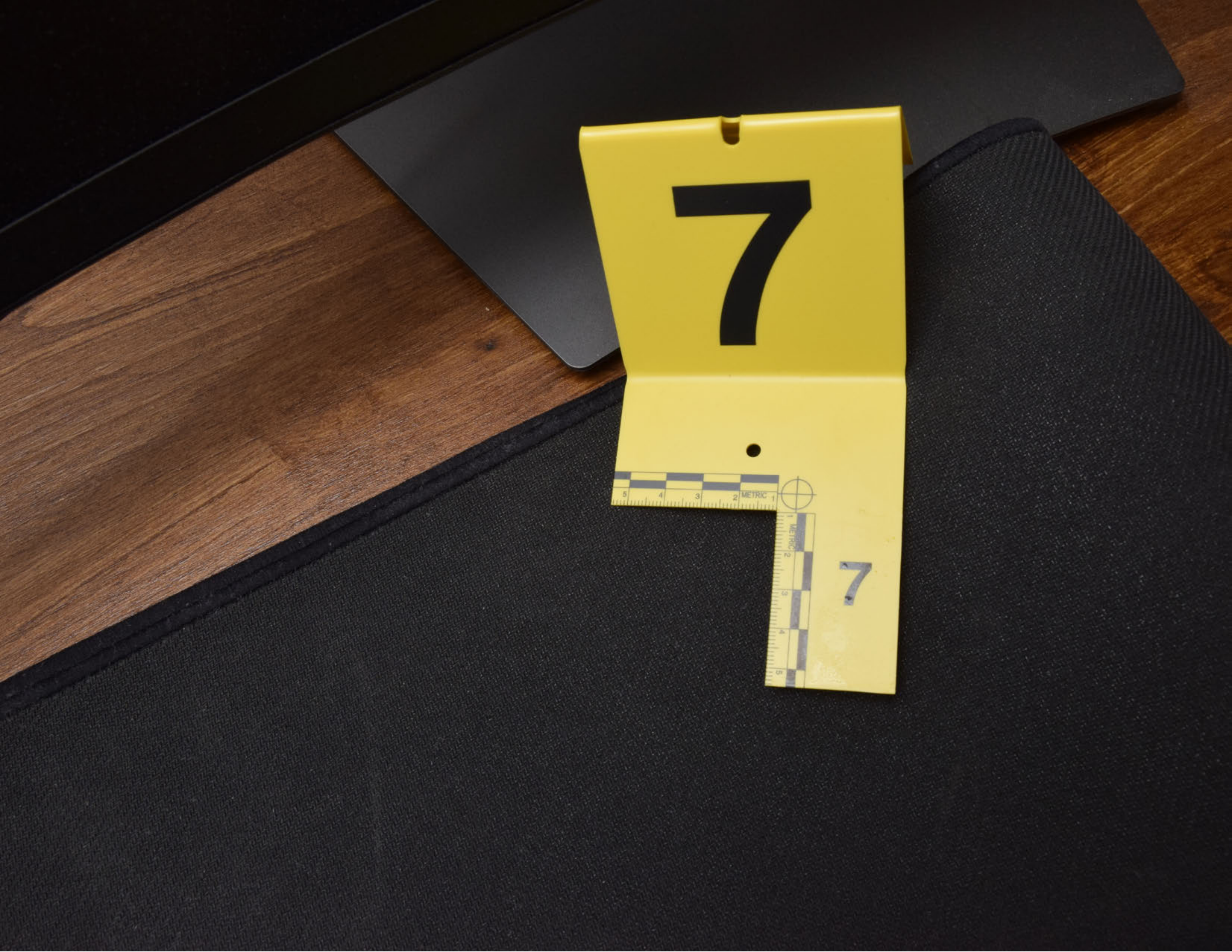
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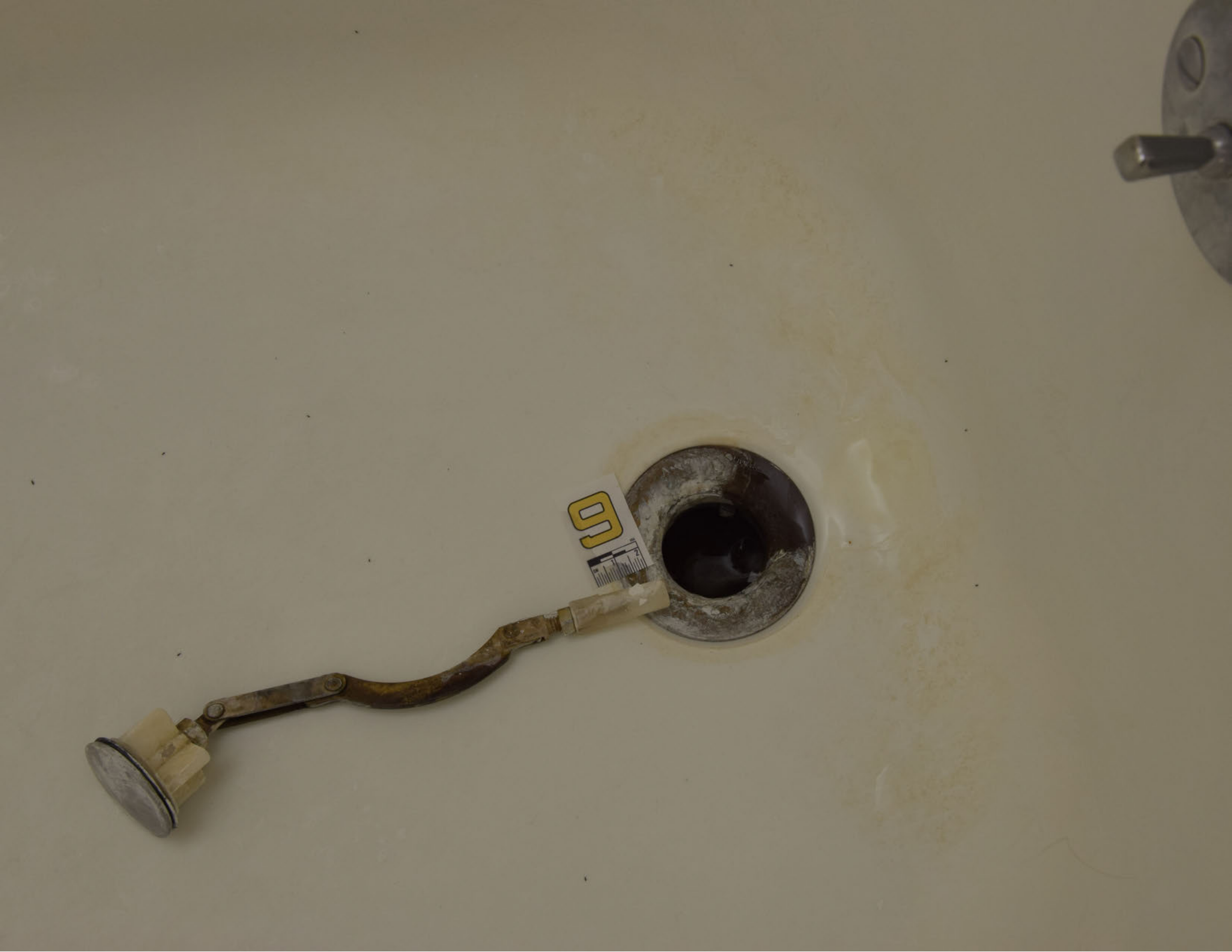
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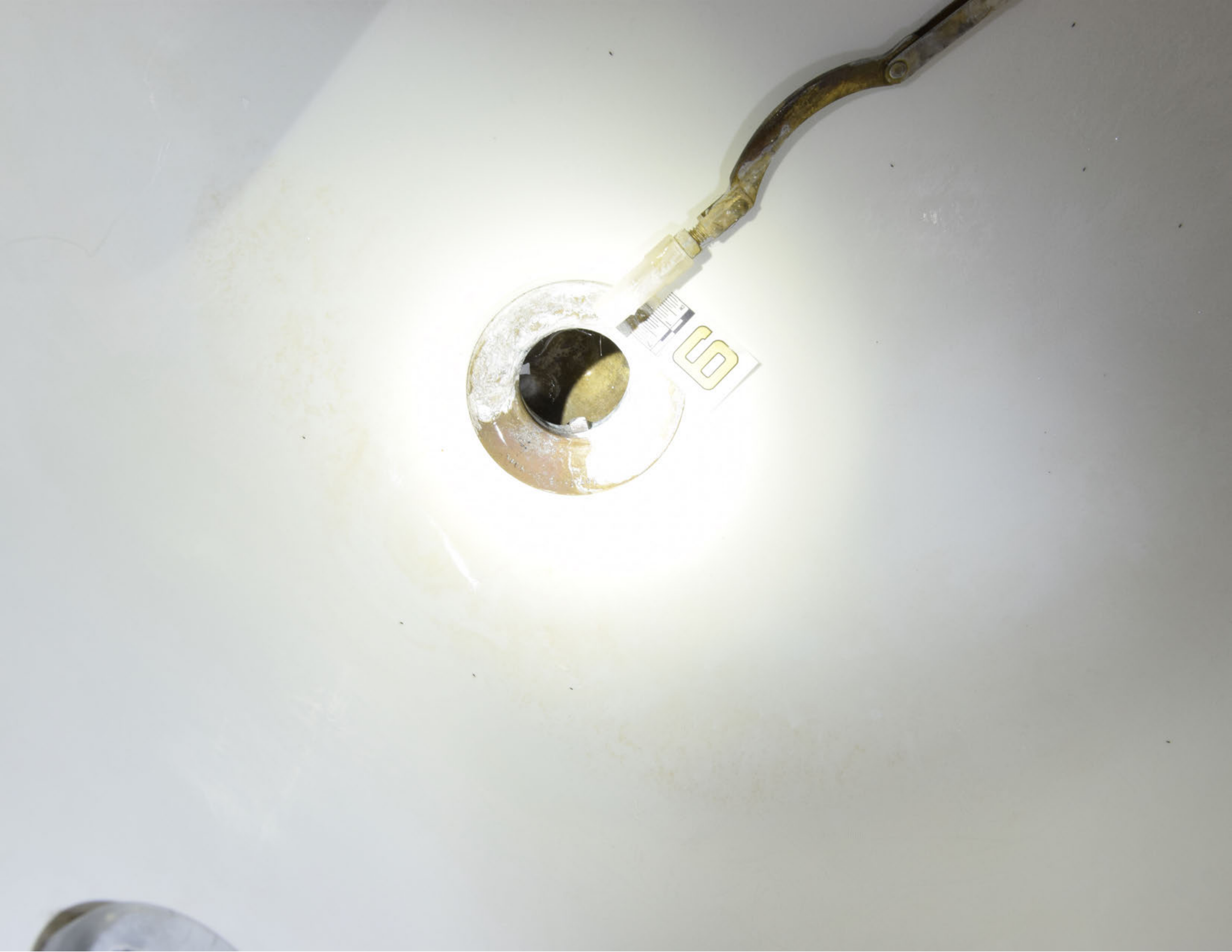
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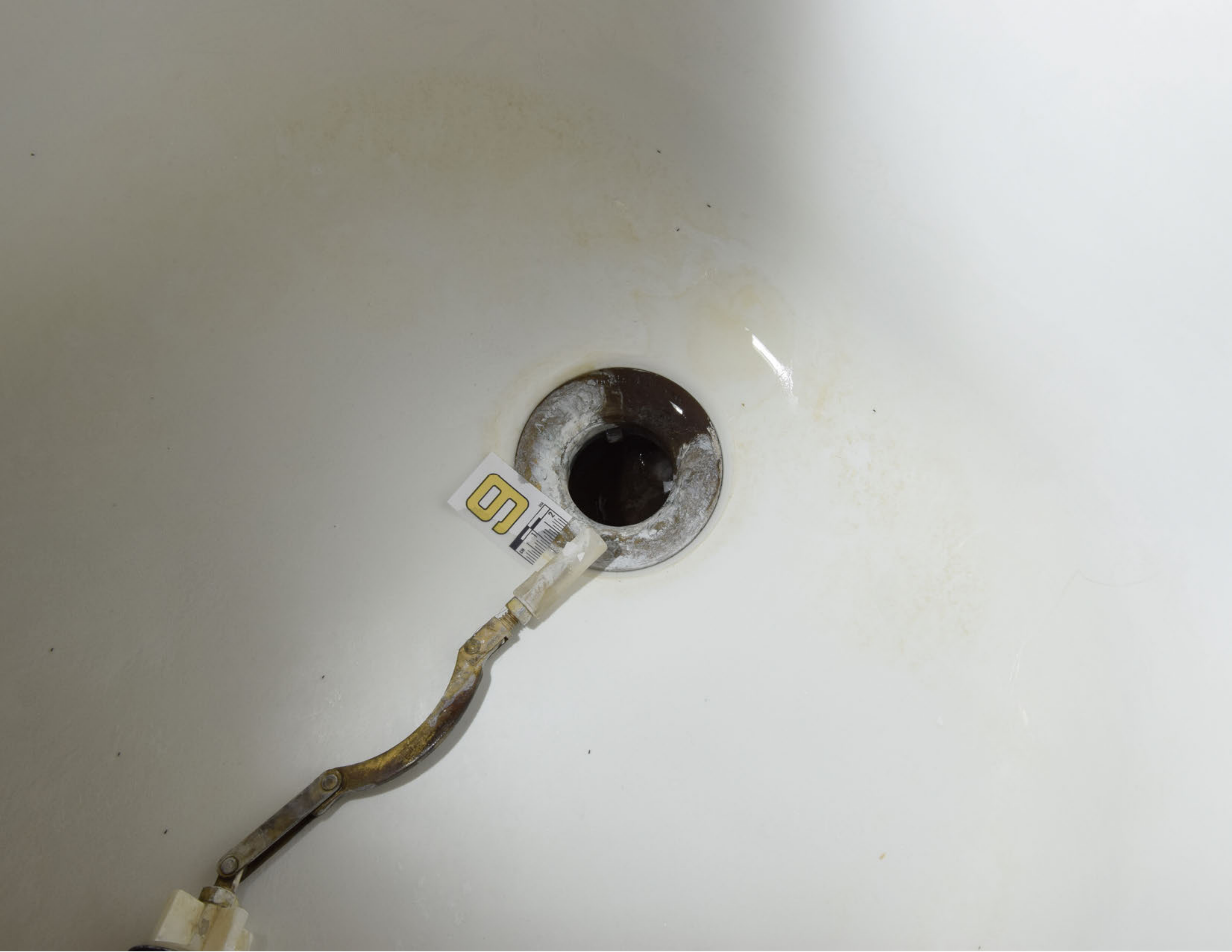
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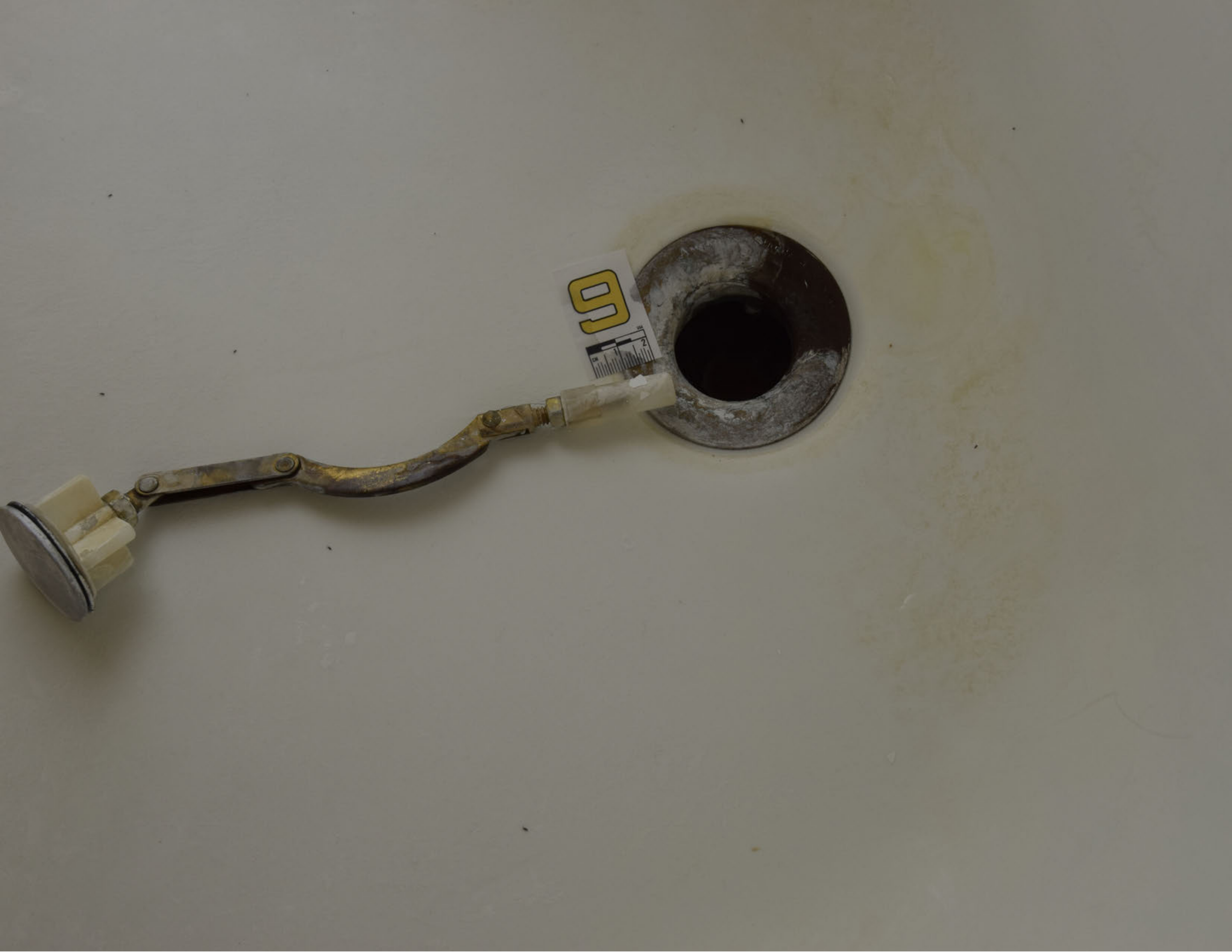
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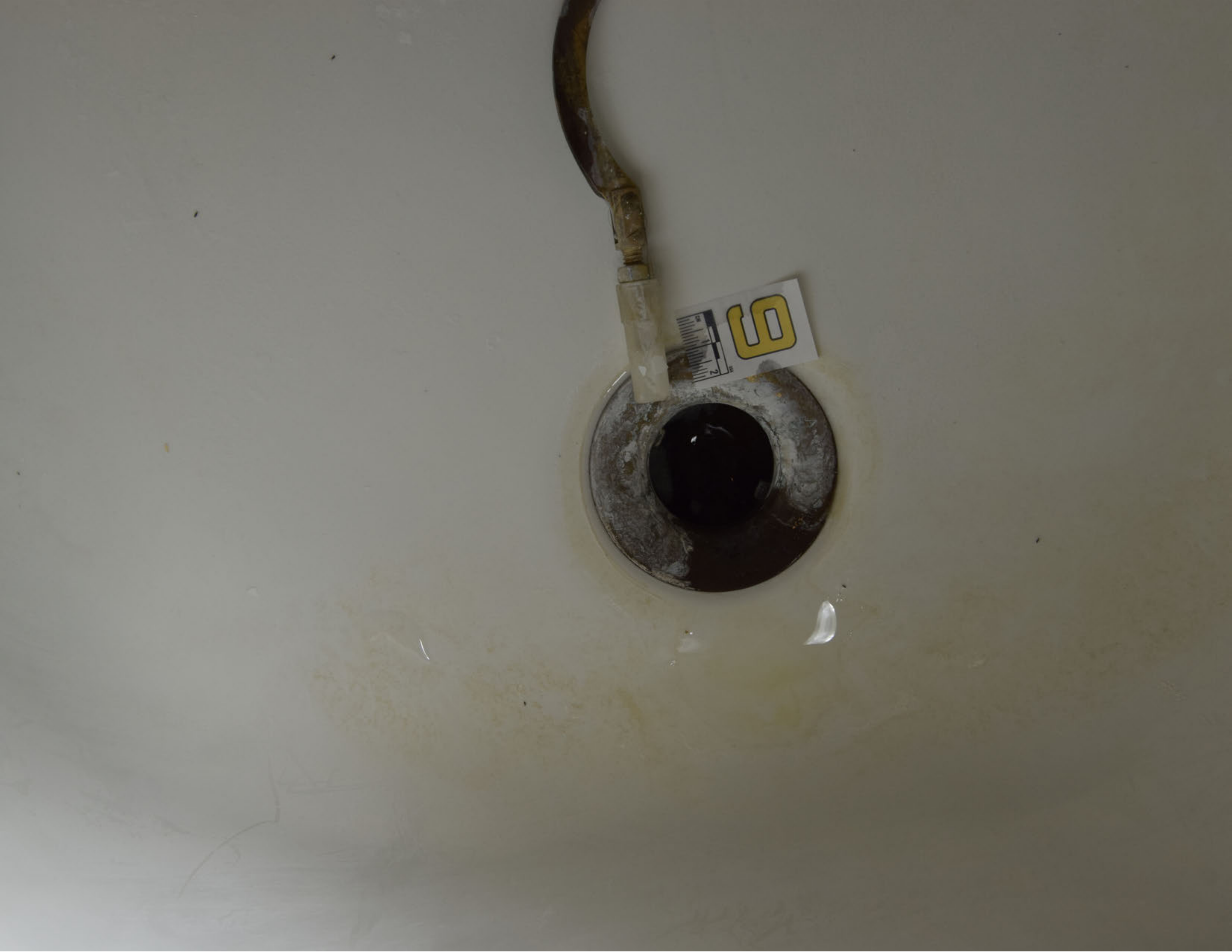
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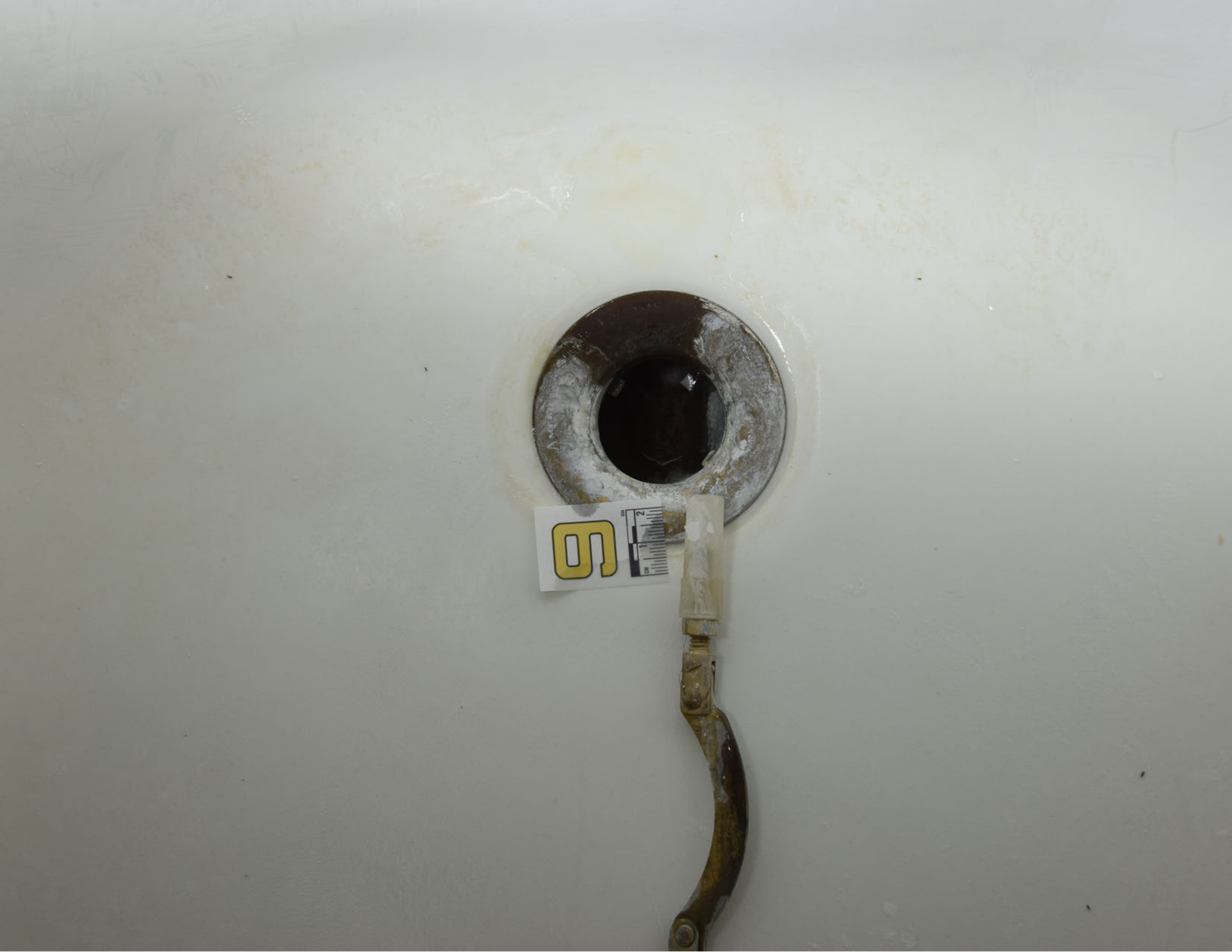

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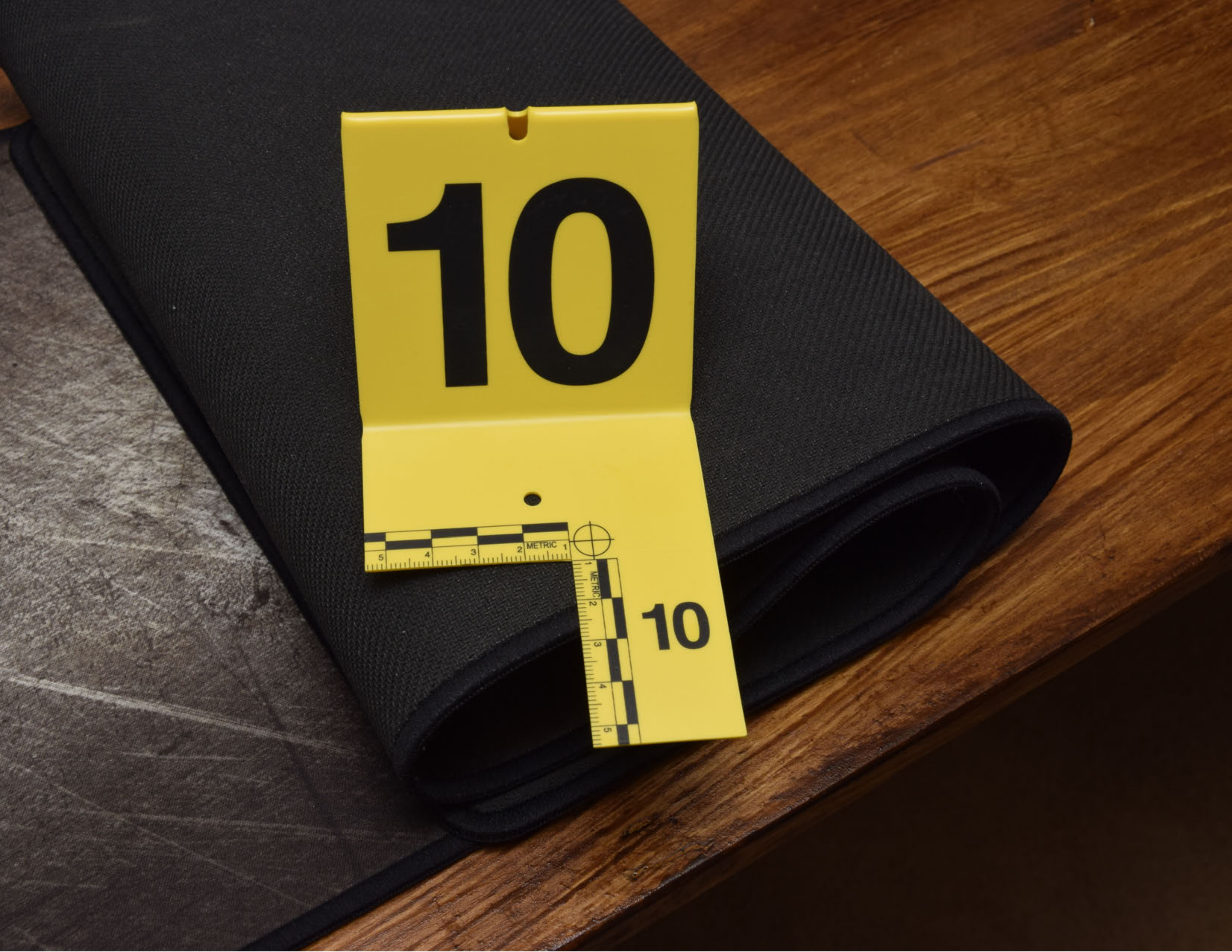
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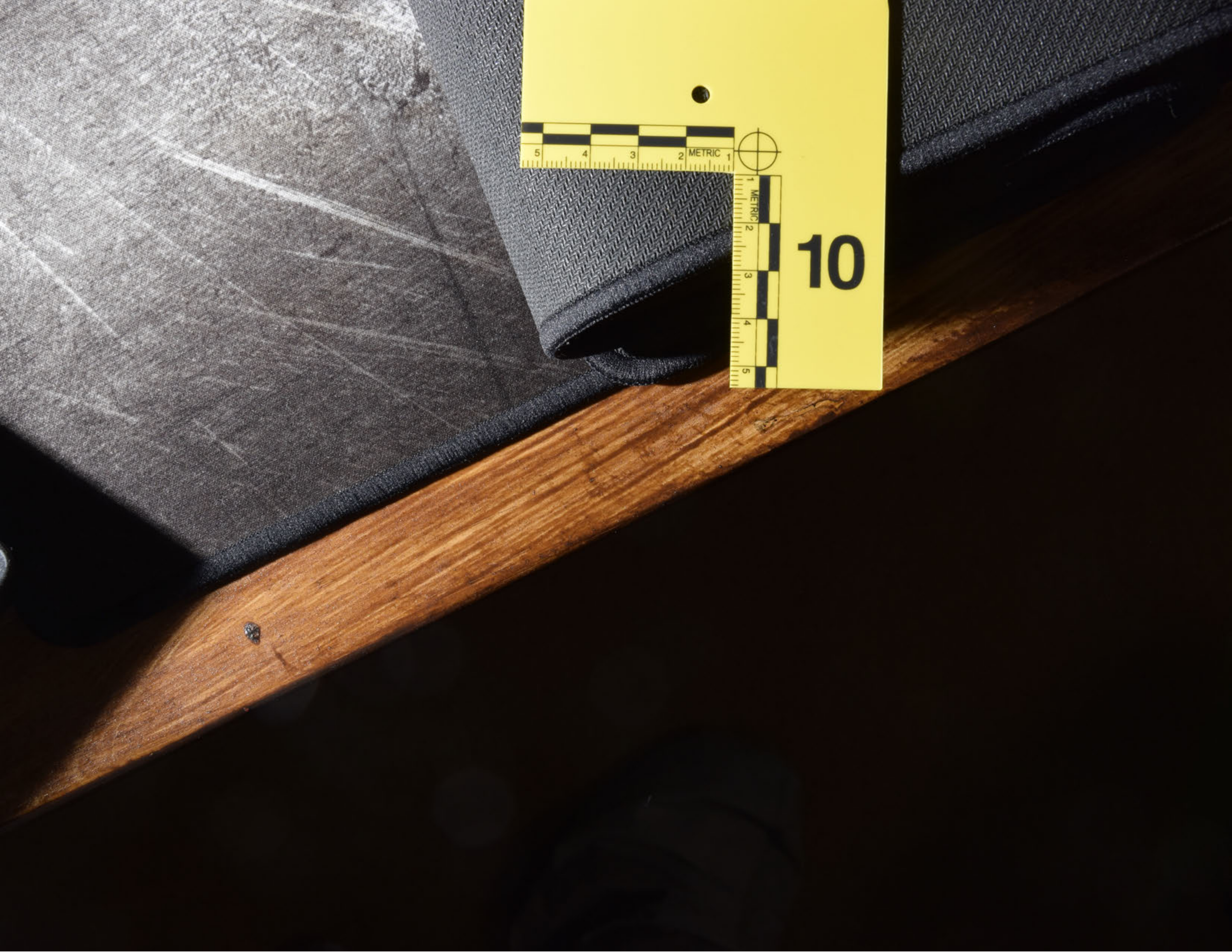
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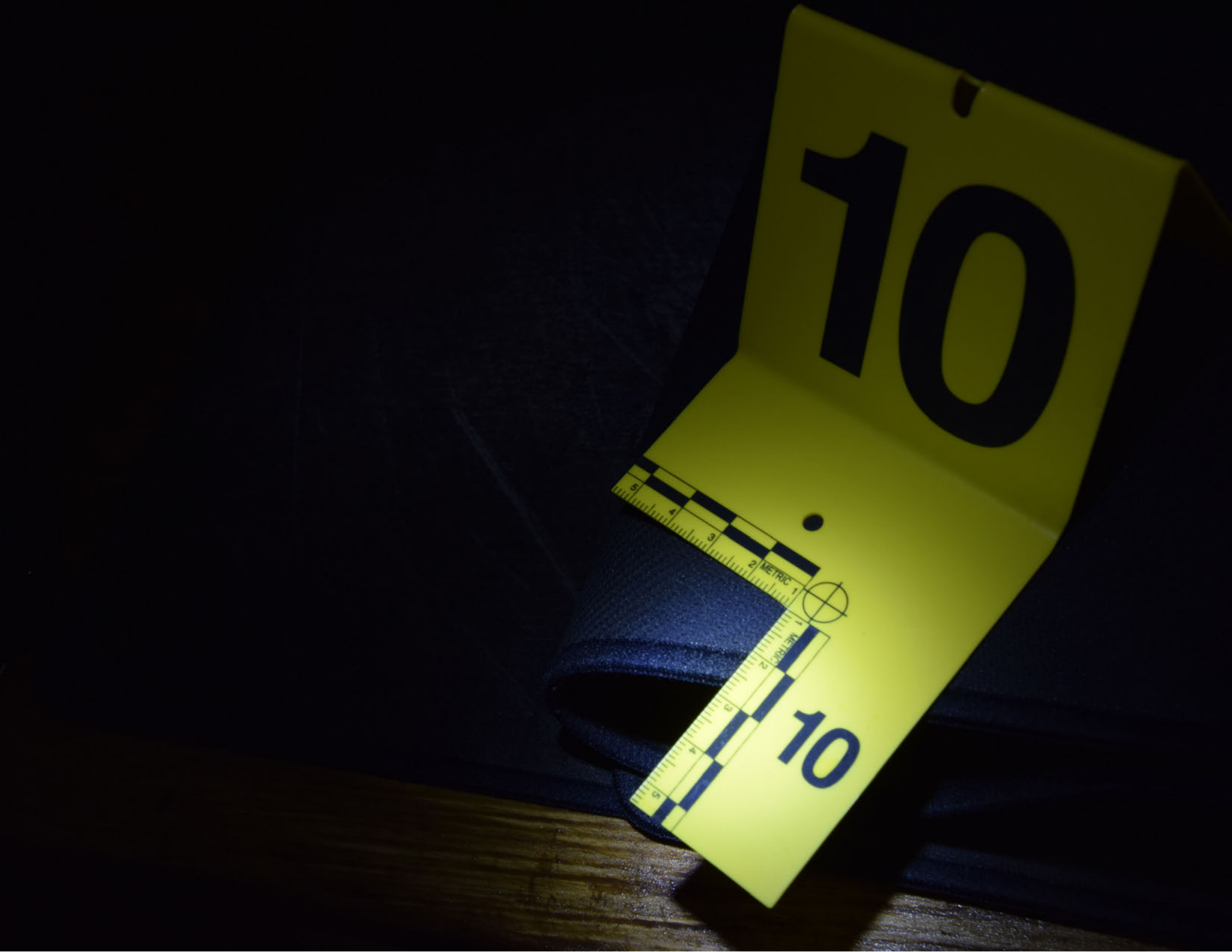
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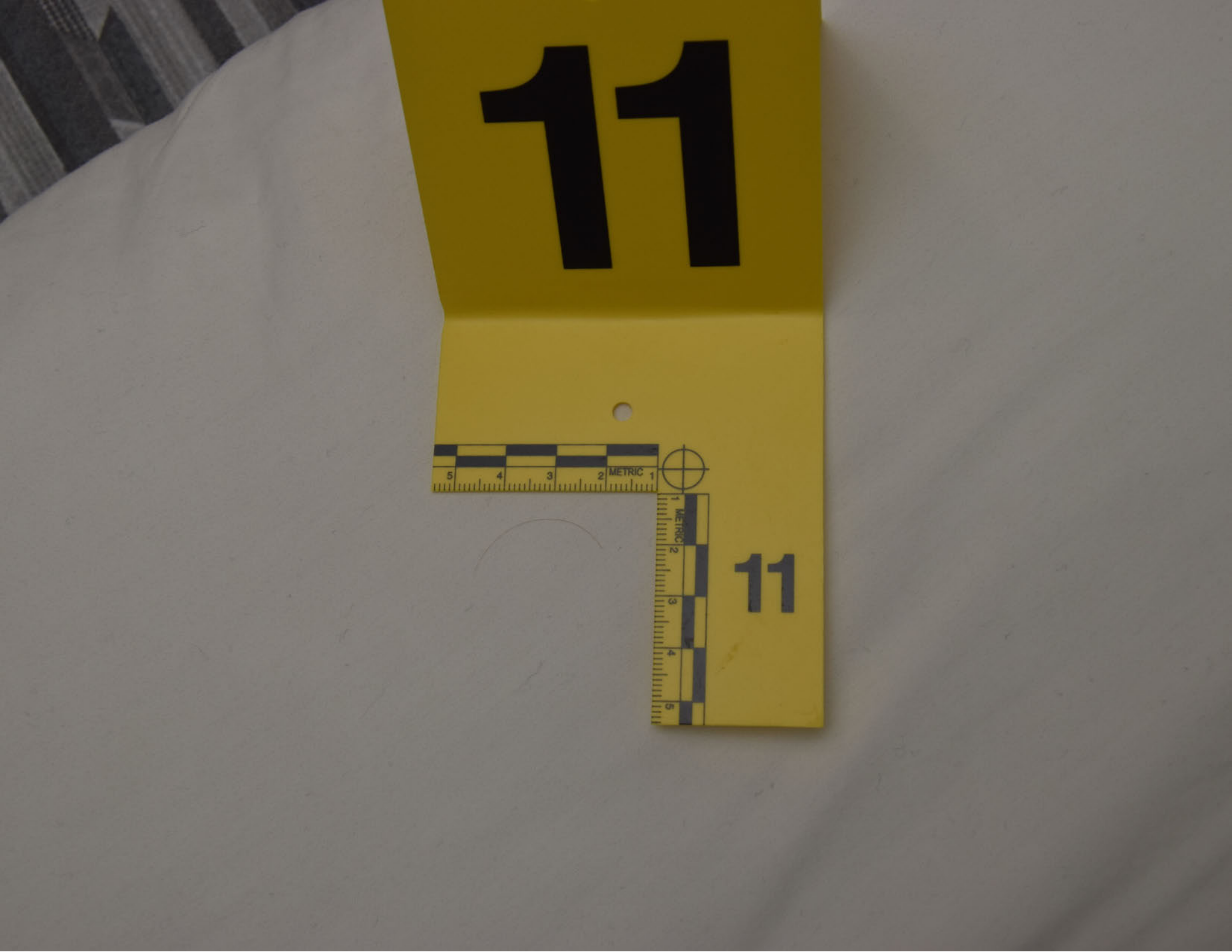
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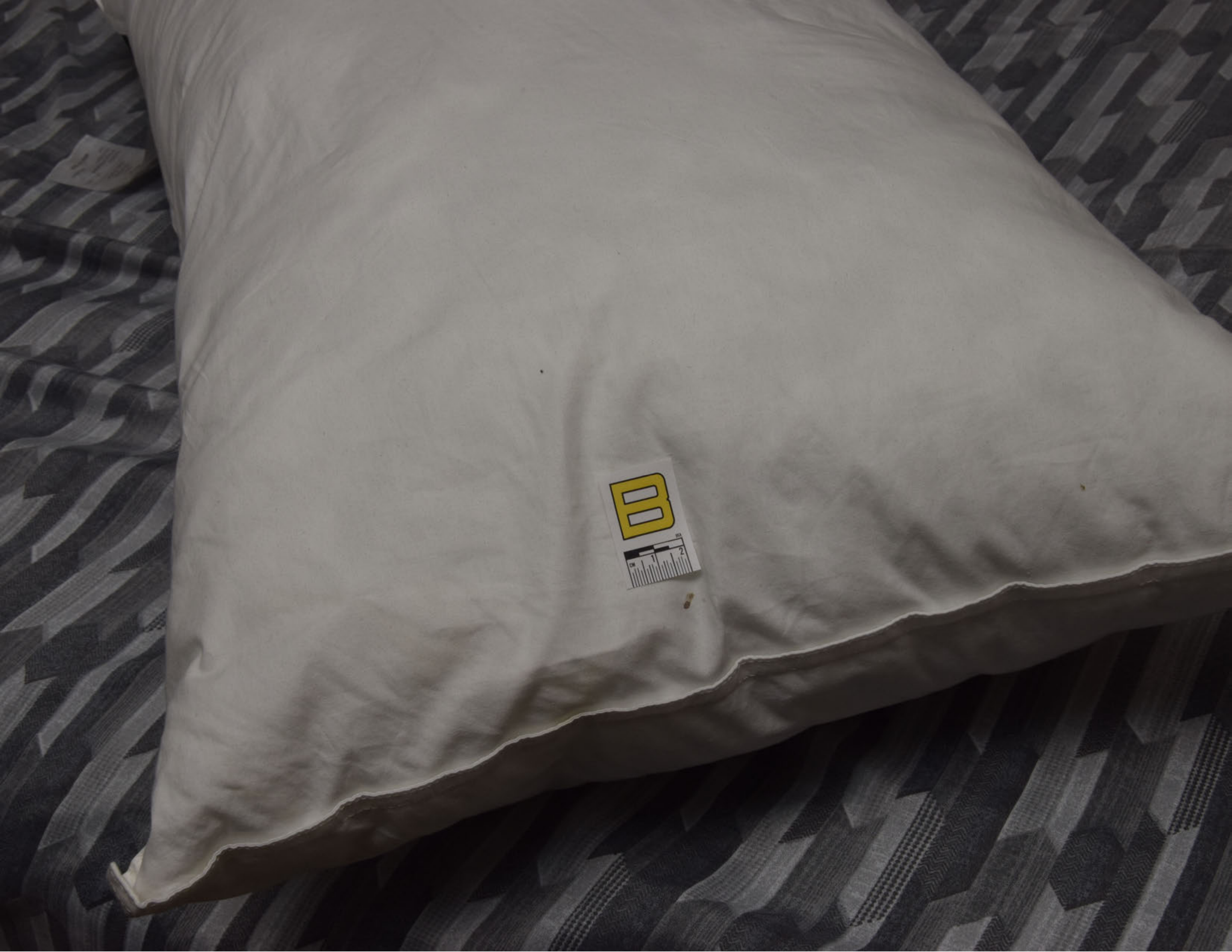
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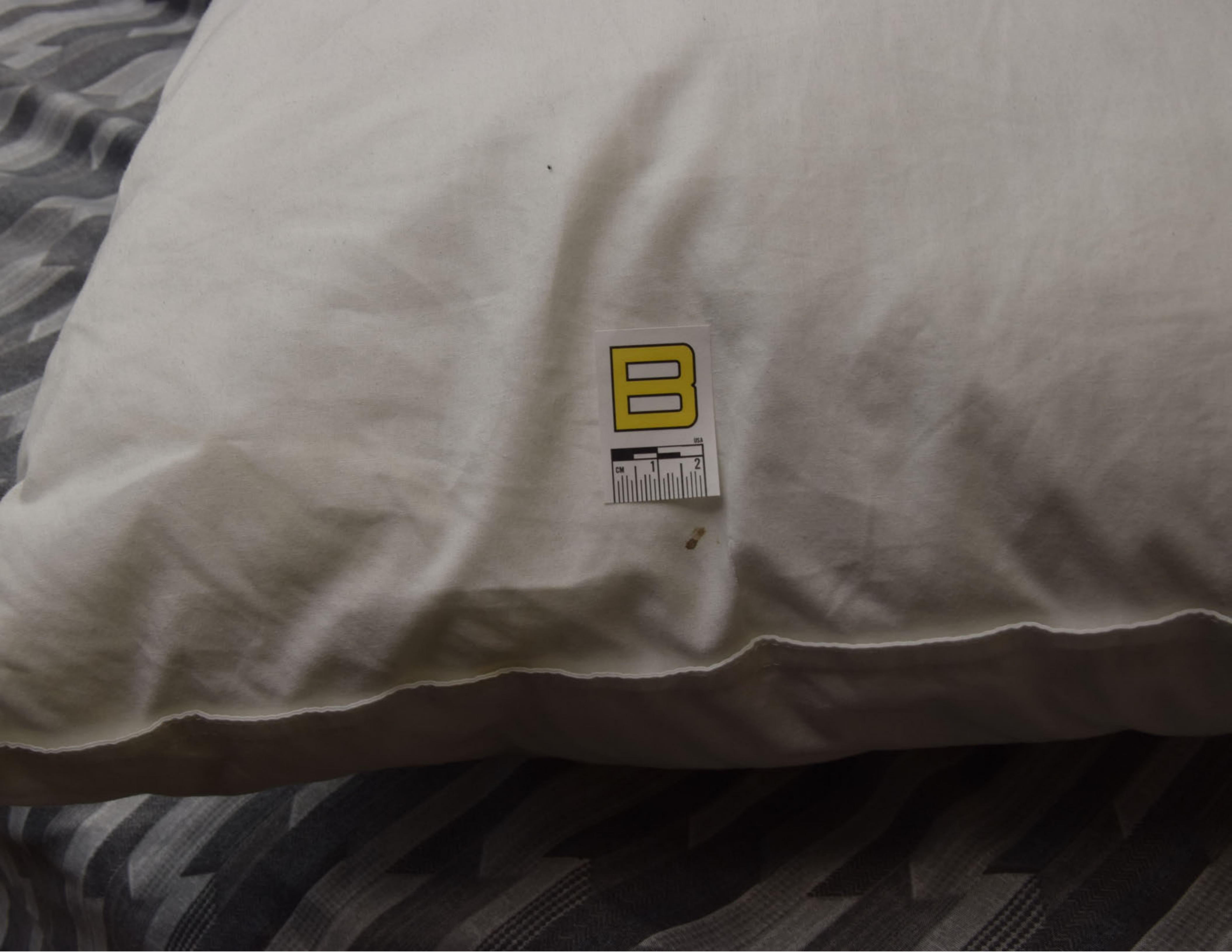
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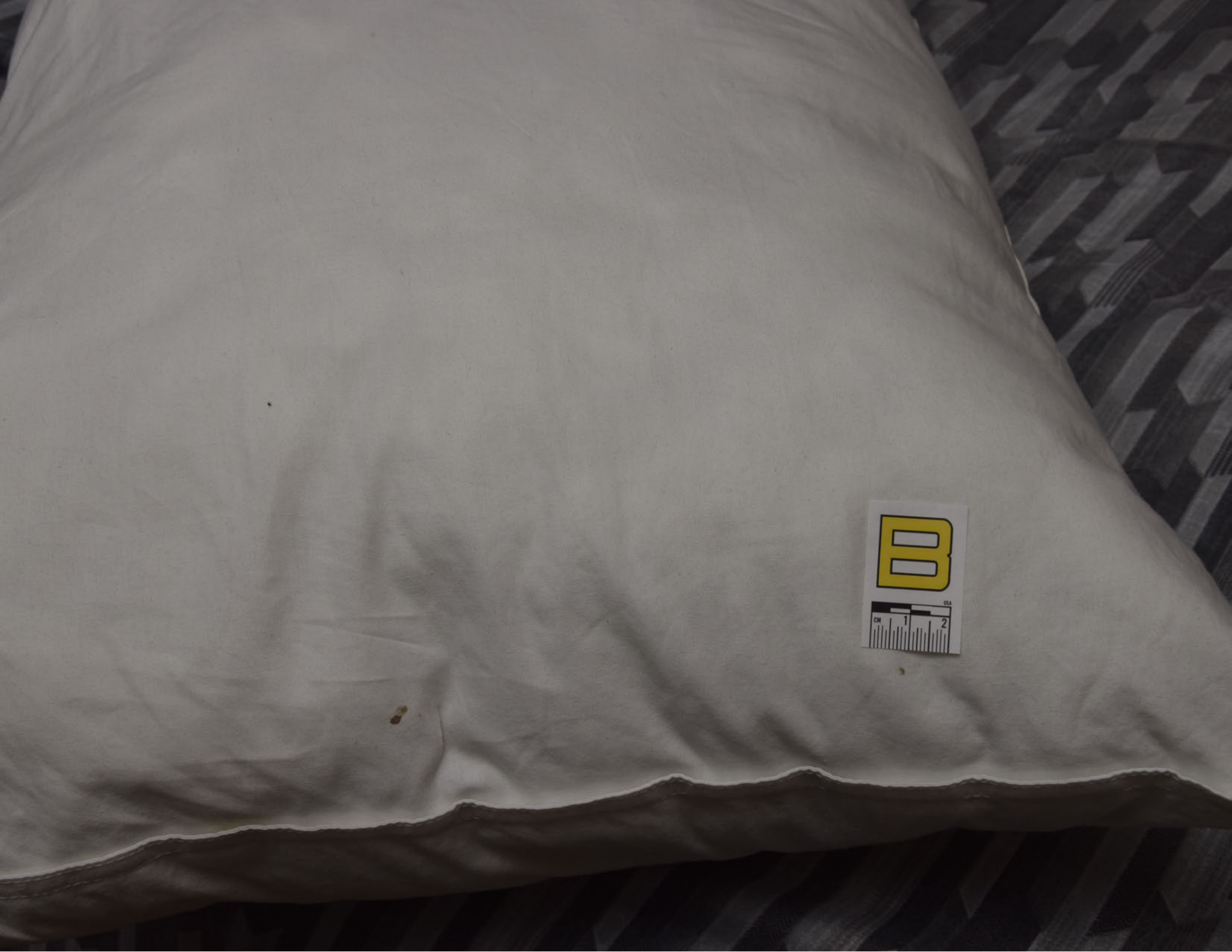
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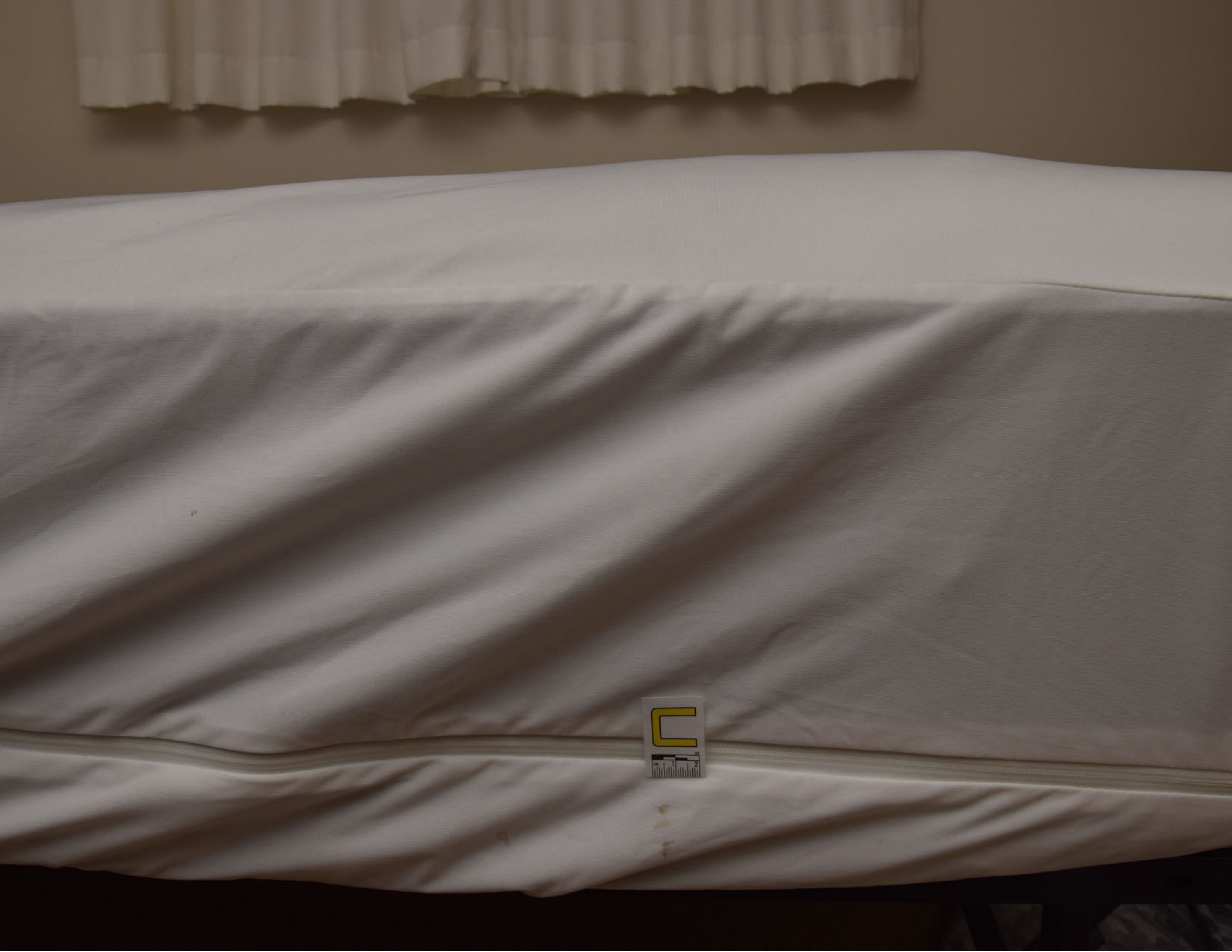
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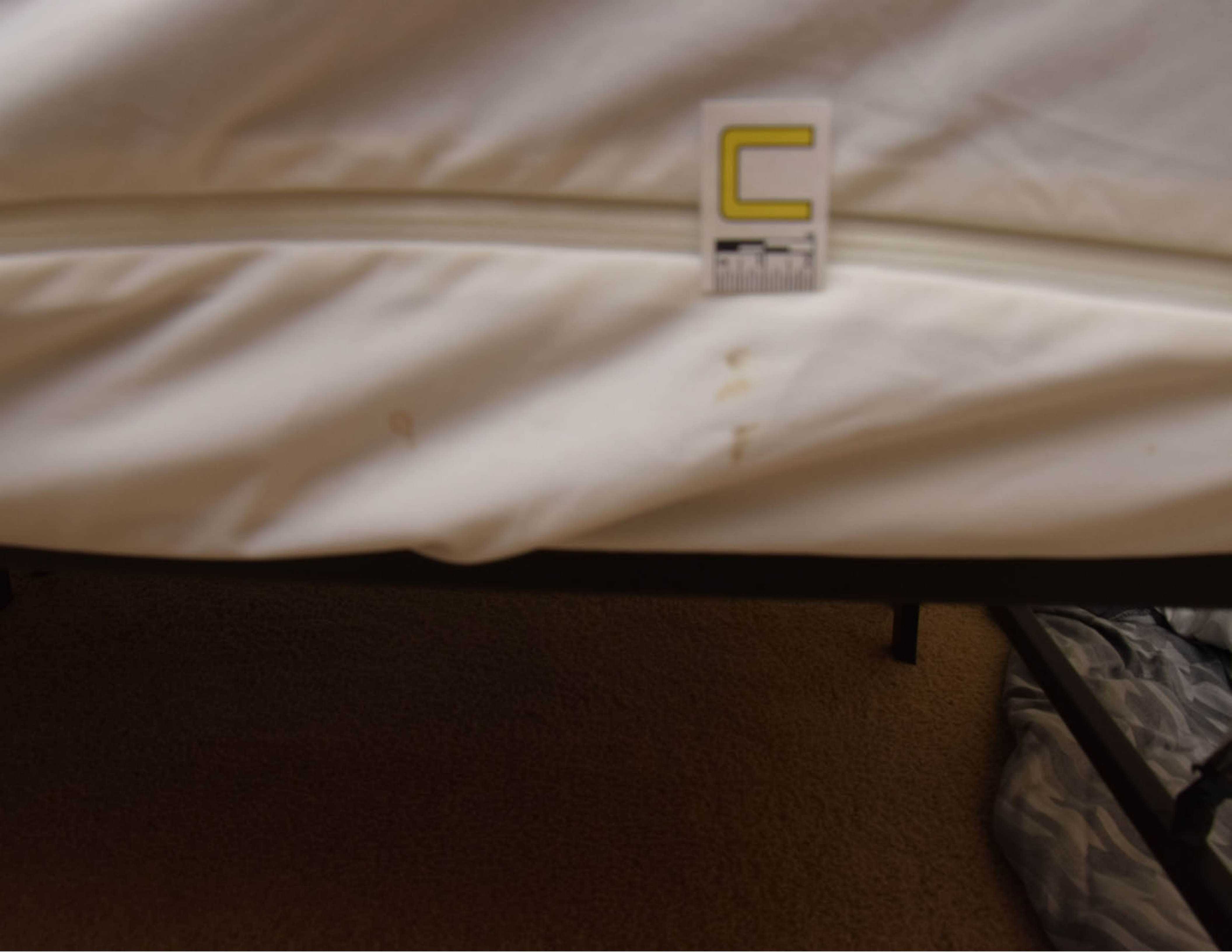
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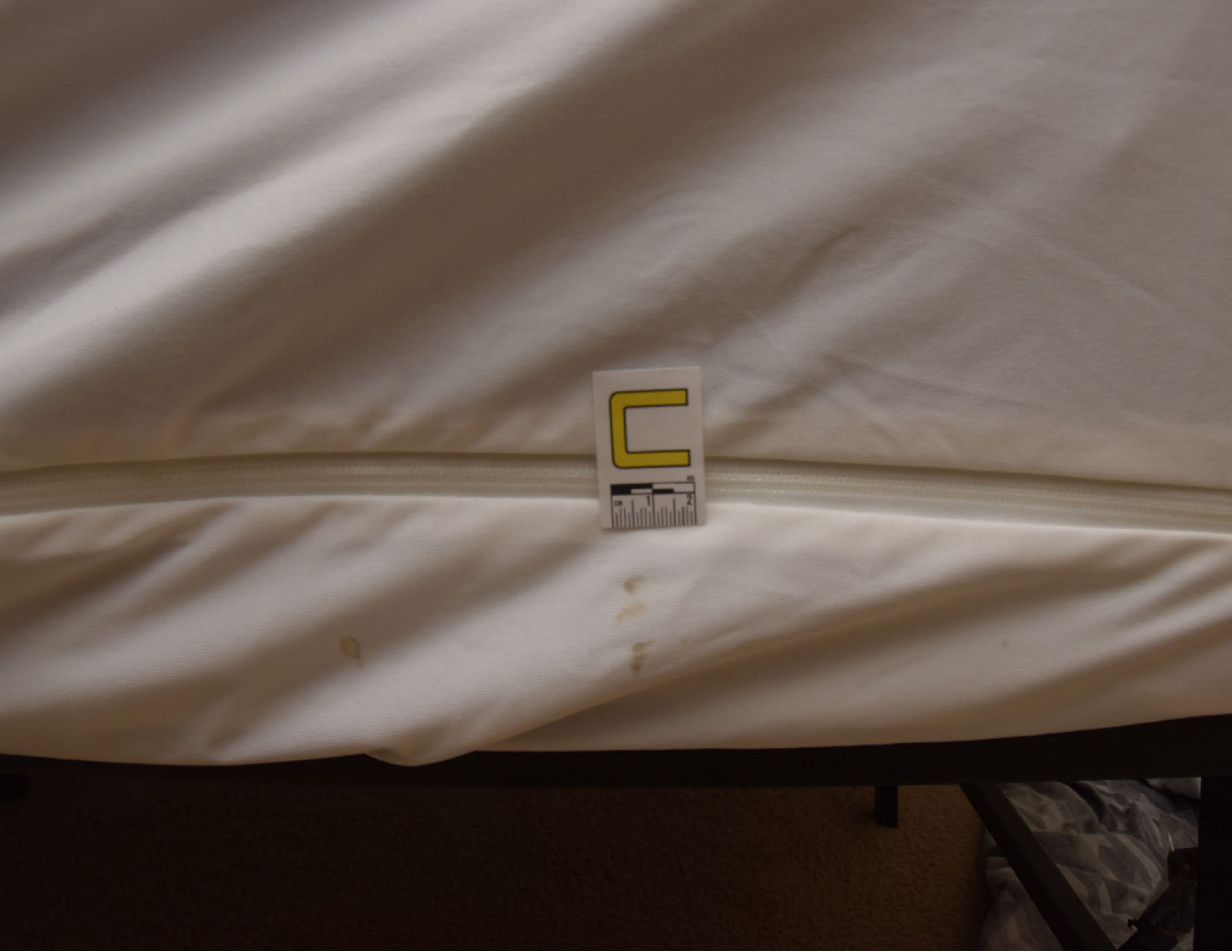
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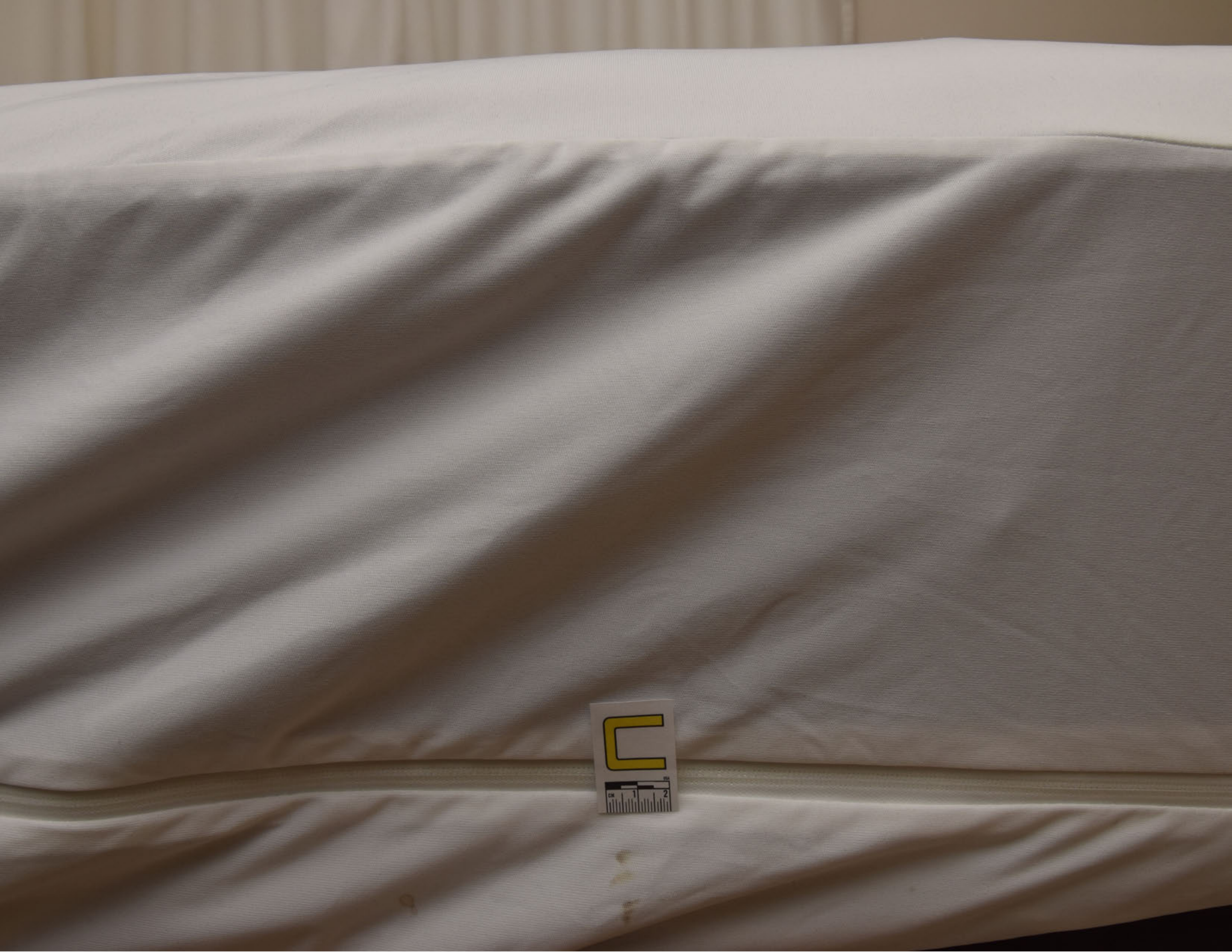
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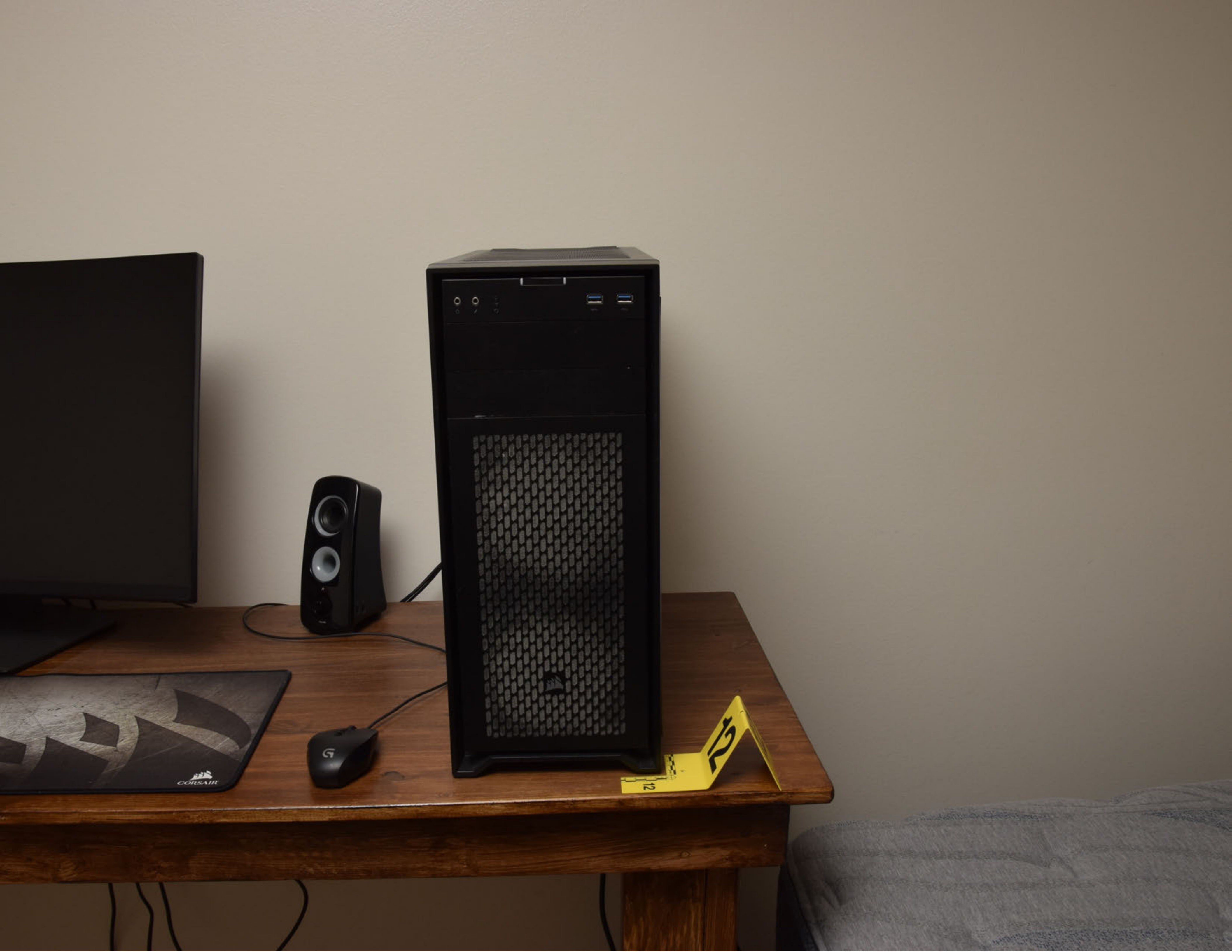
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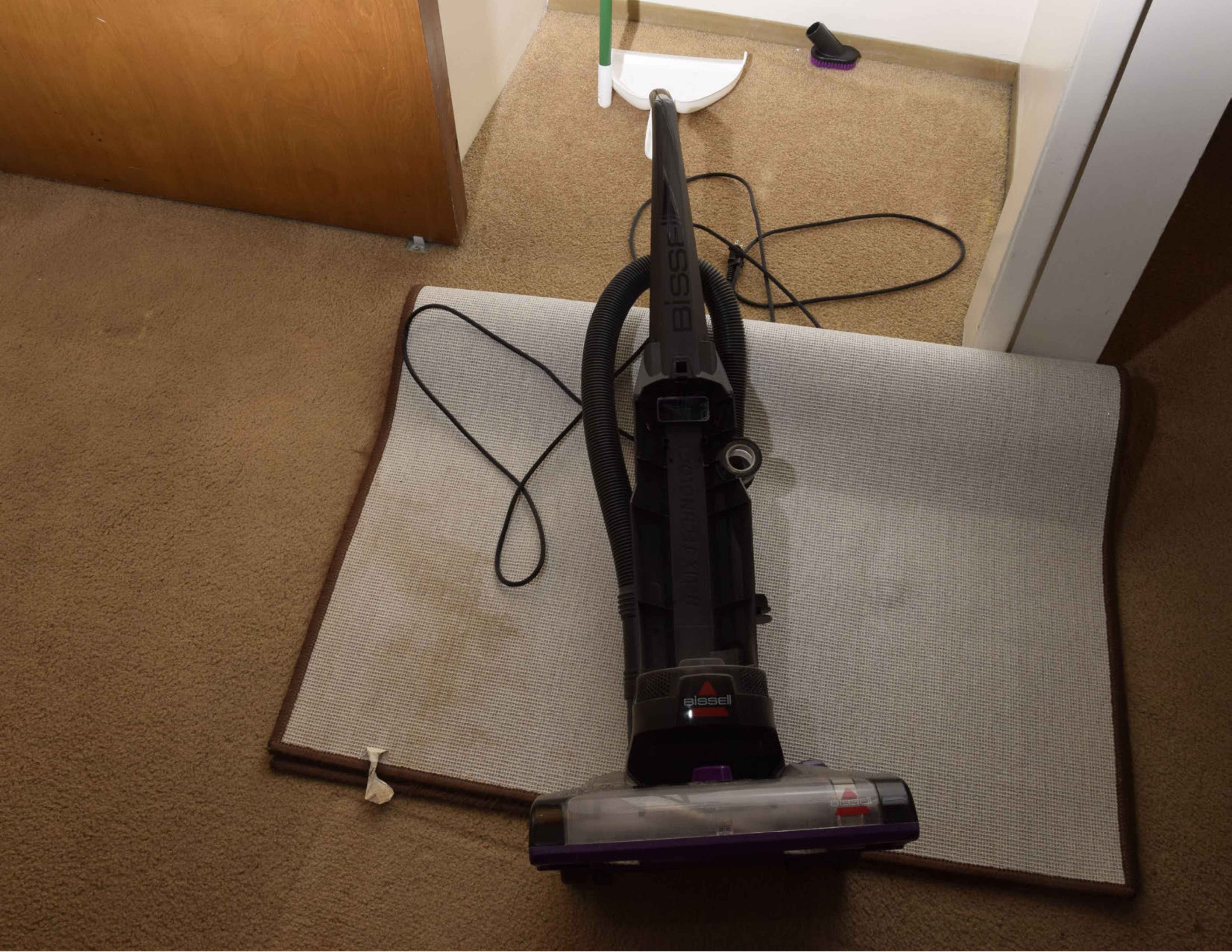
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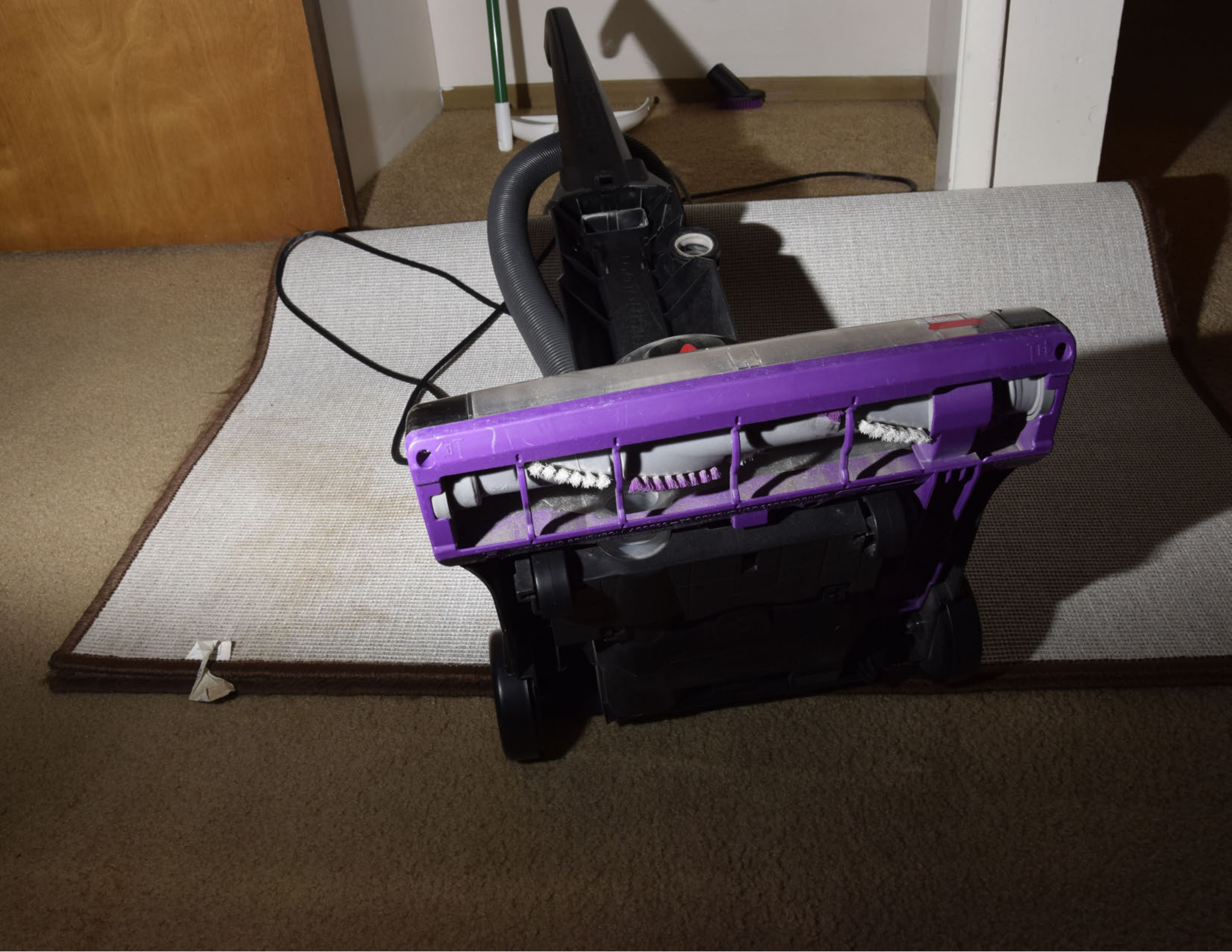

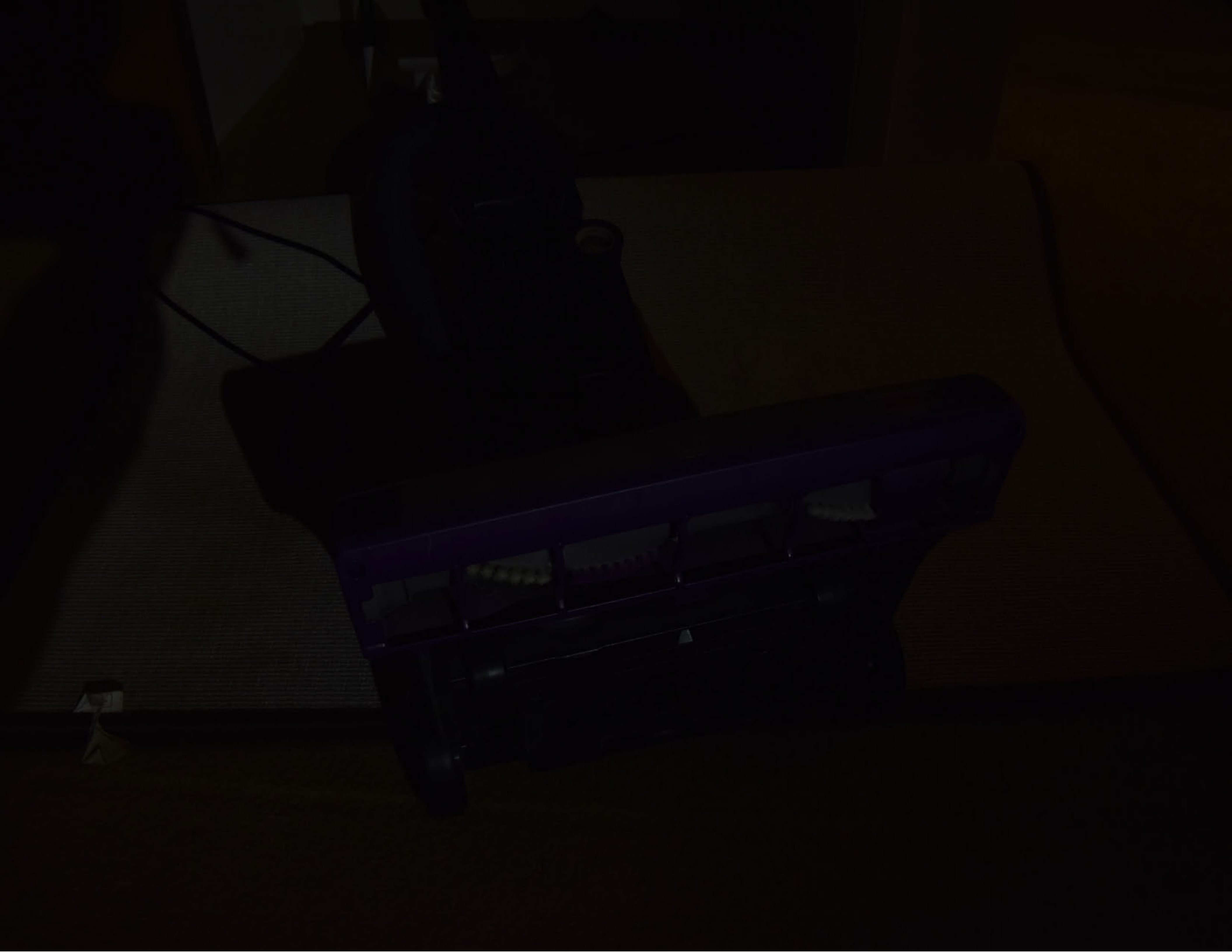

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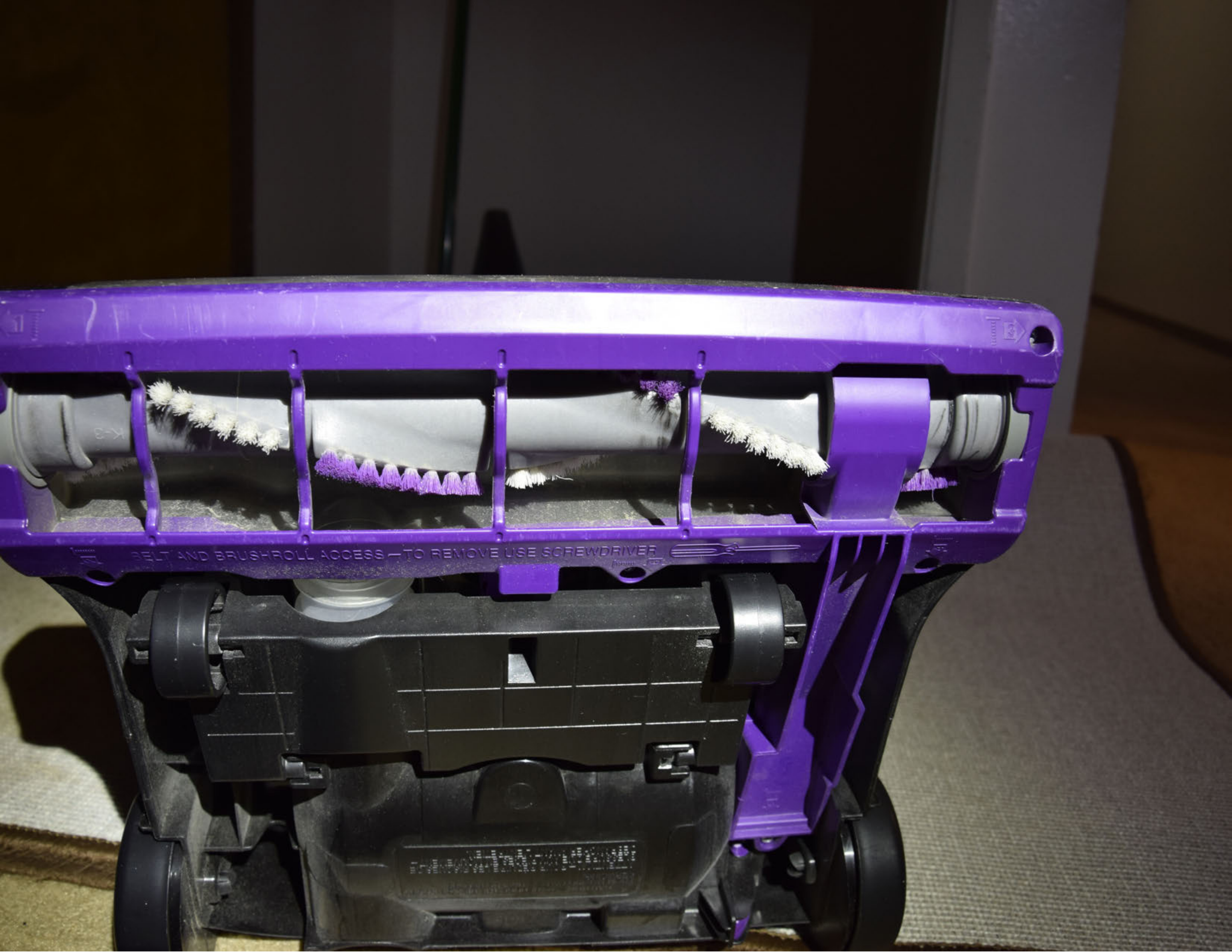
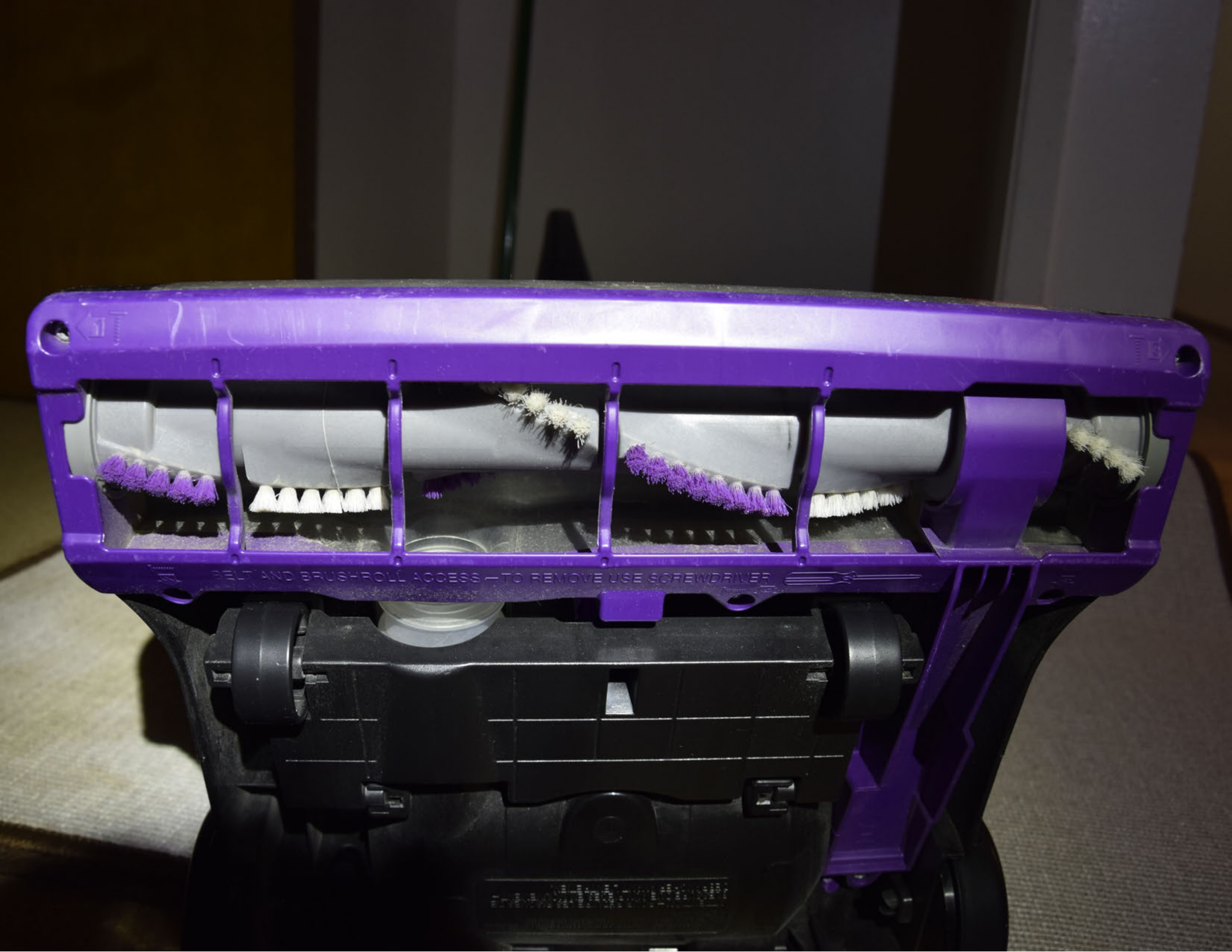

BELT AND BRUSHROLL ACCESS — TO REMOVE USE SCREWDRIVER
K-3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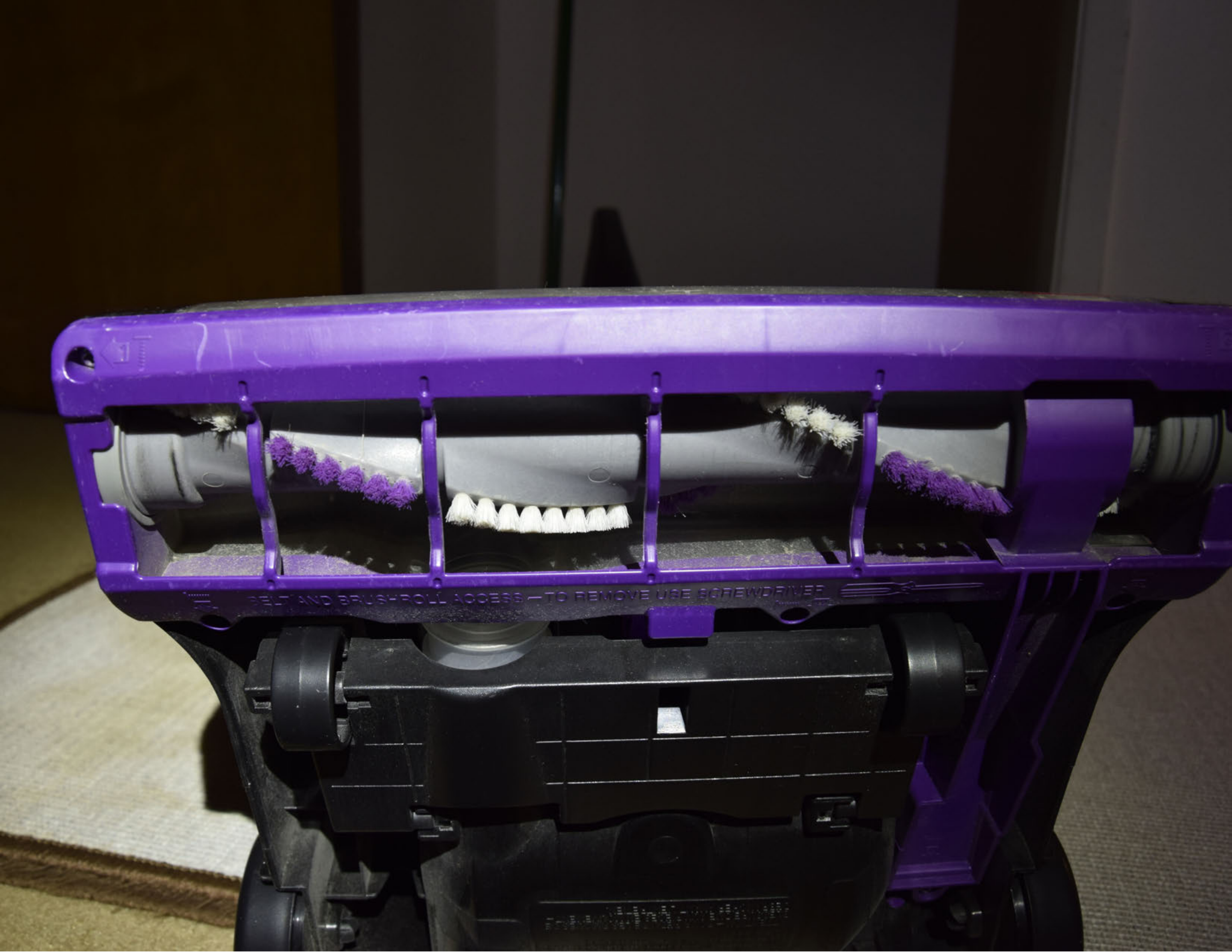
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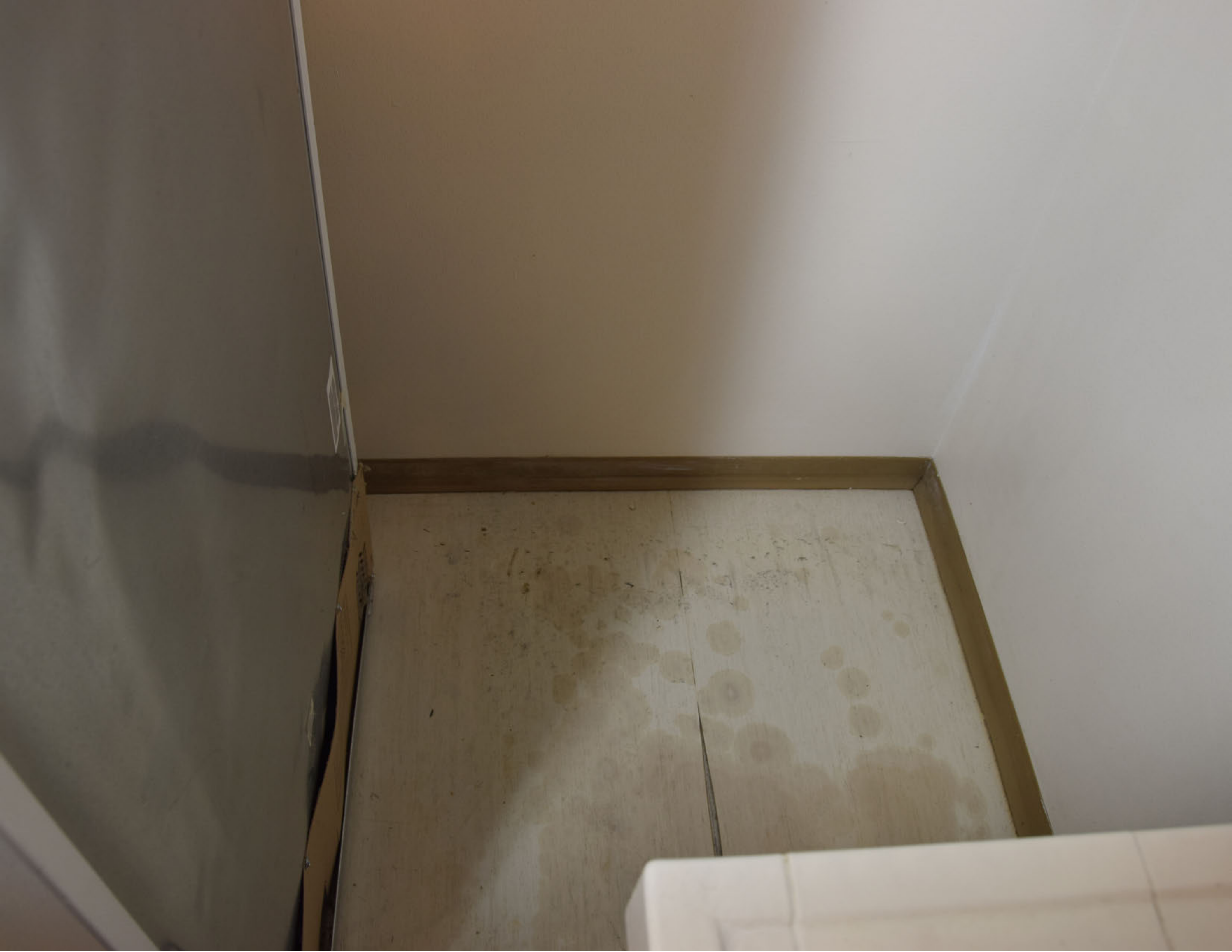
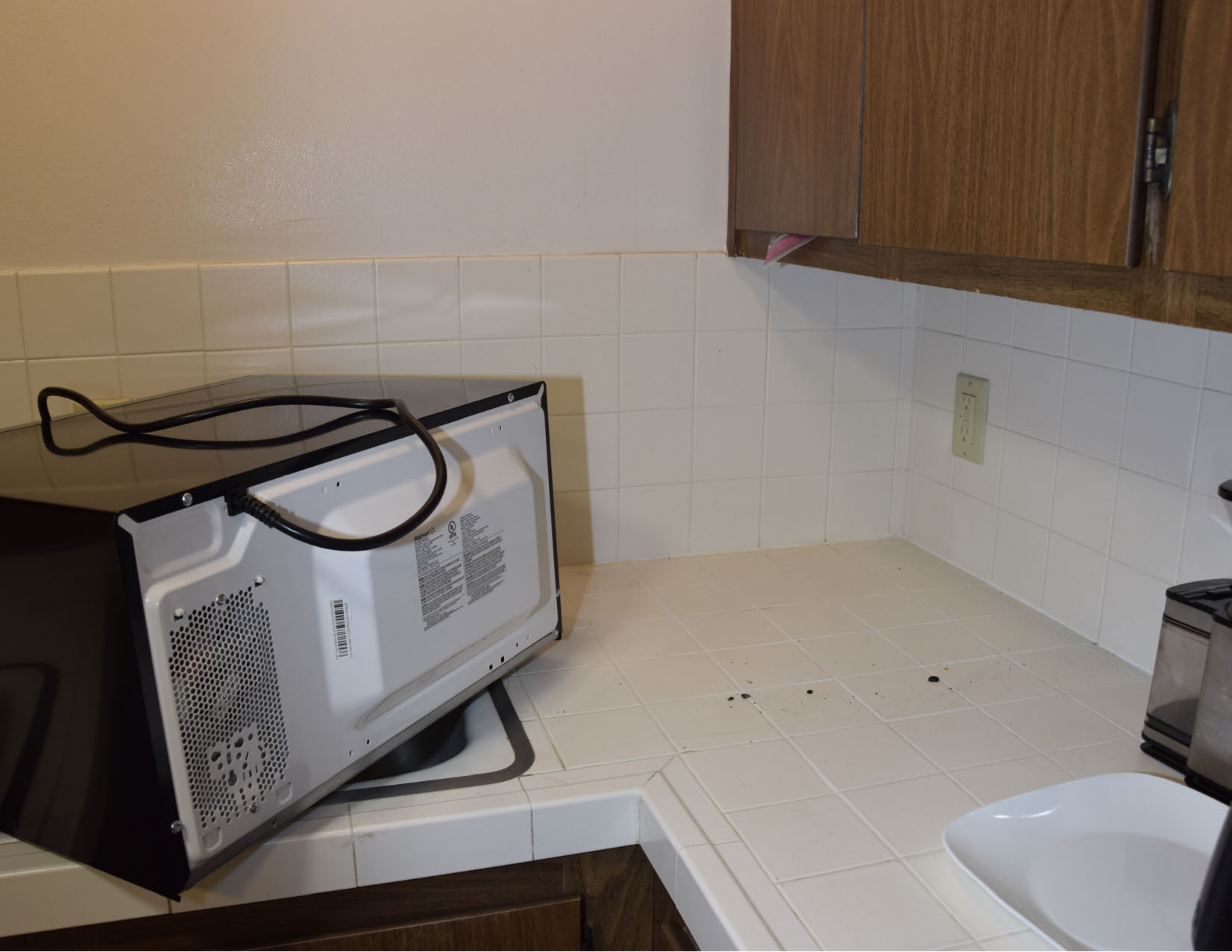
FRIGIDAIRE

FRIGIDAIRE

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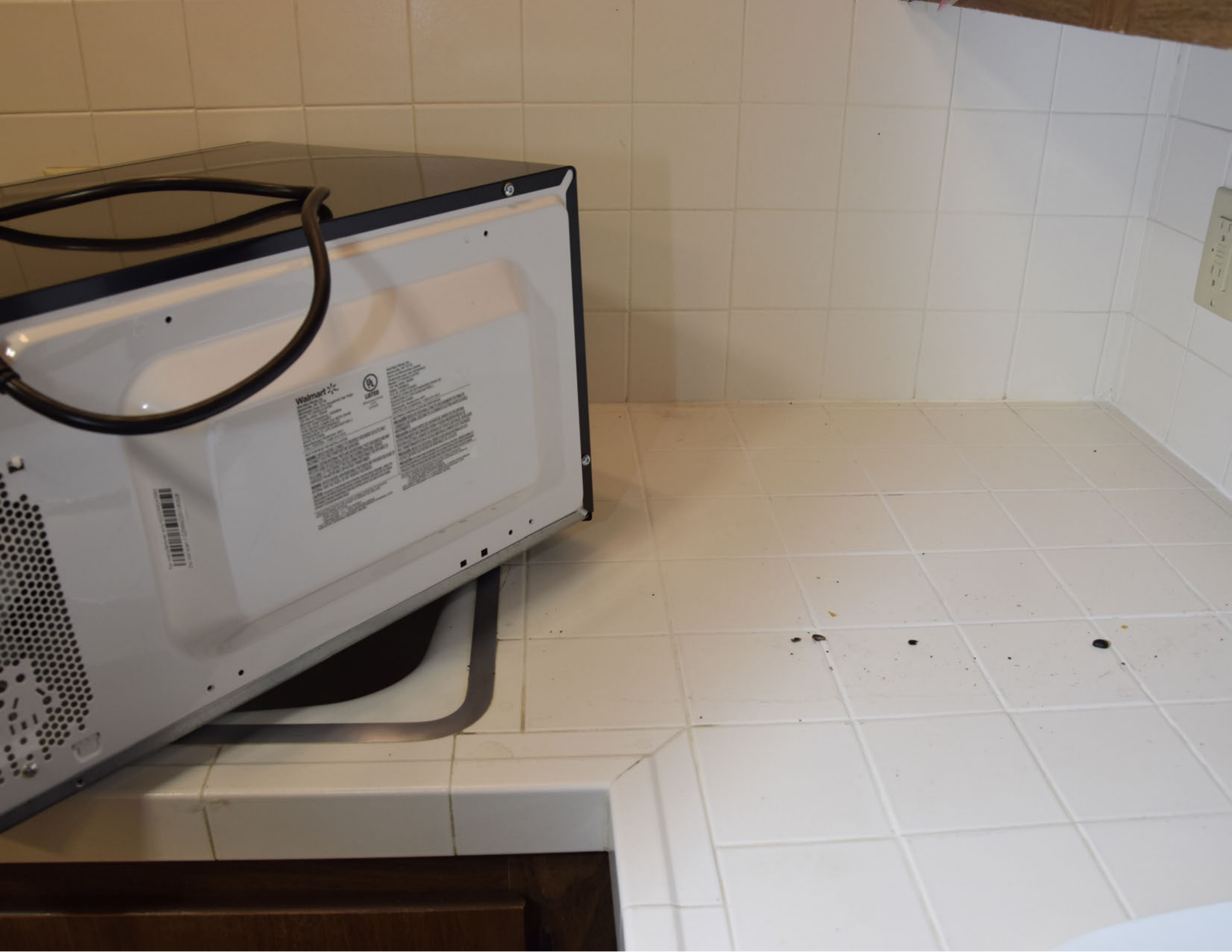
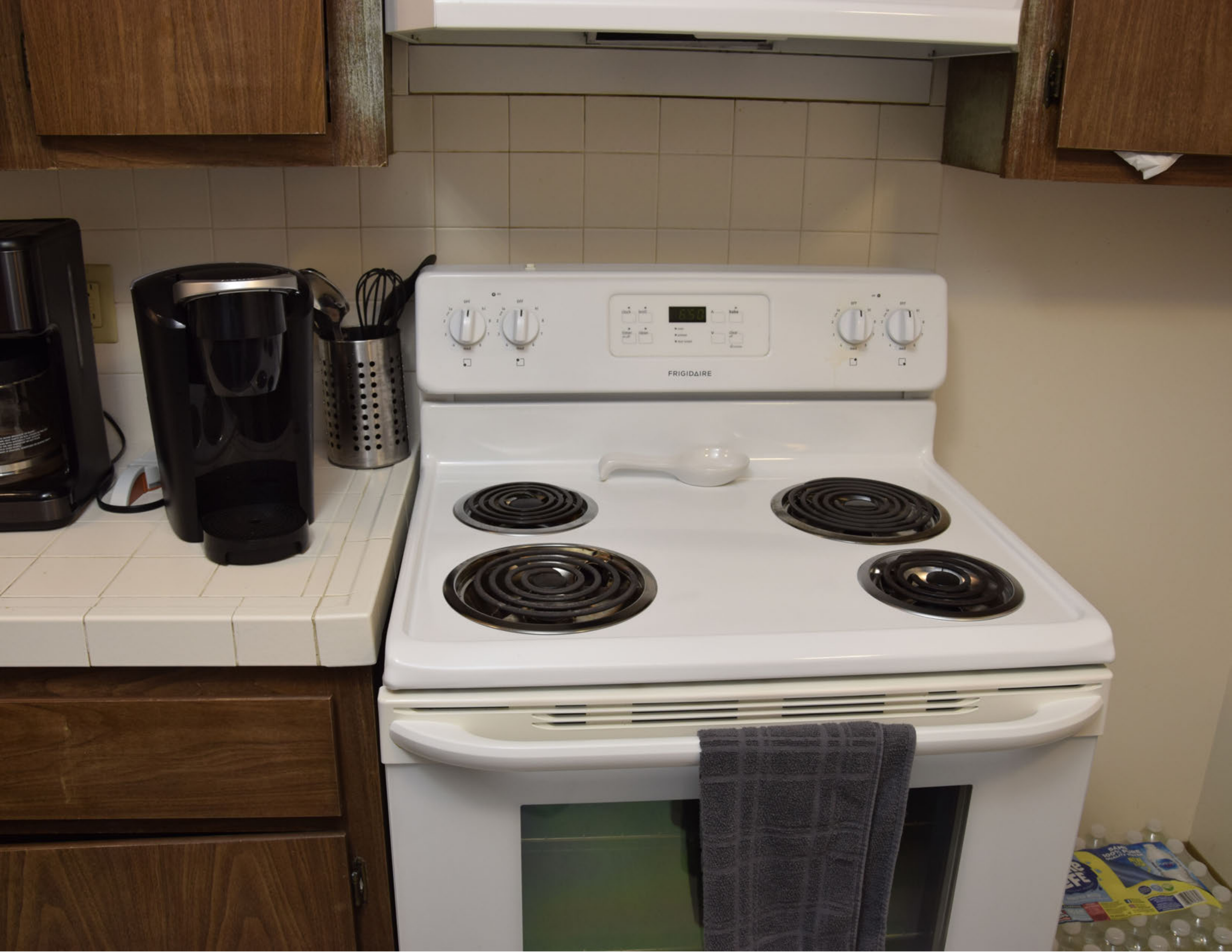


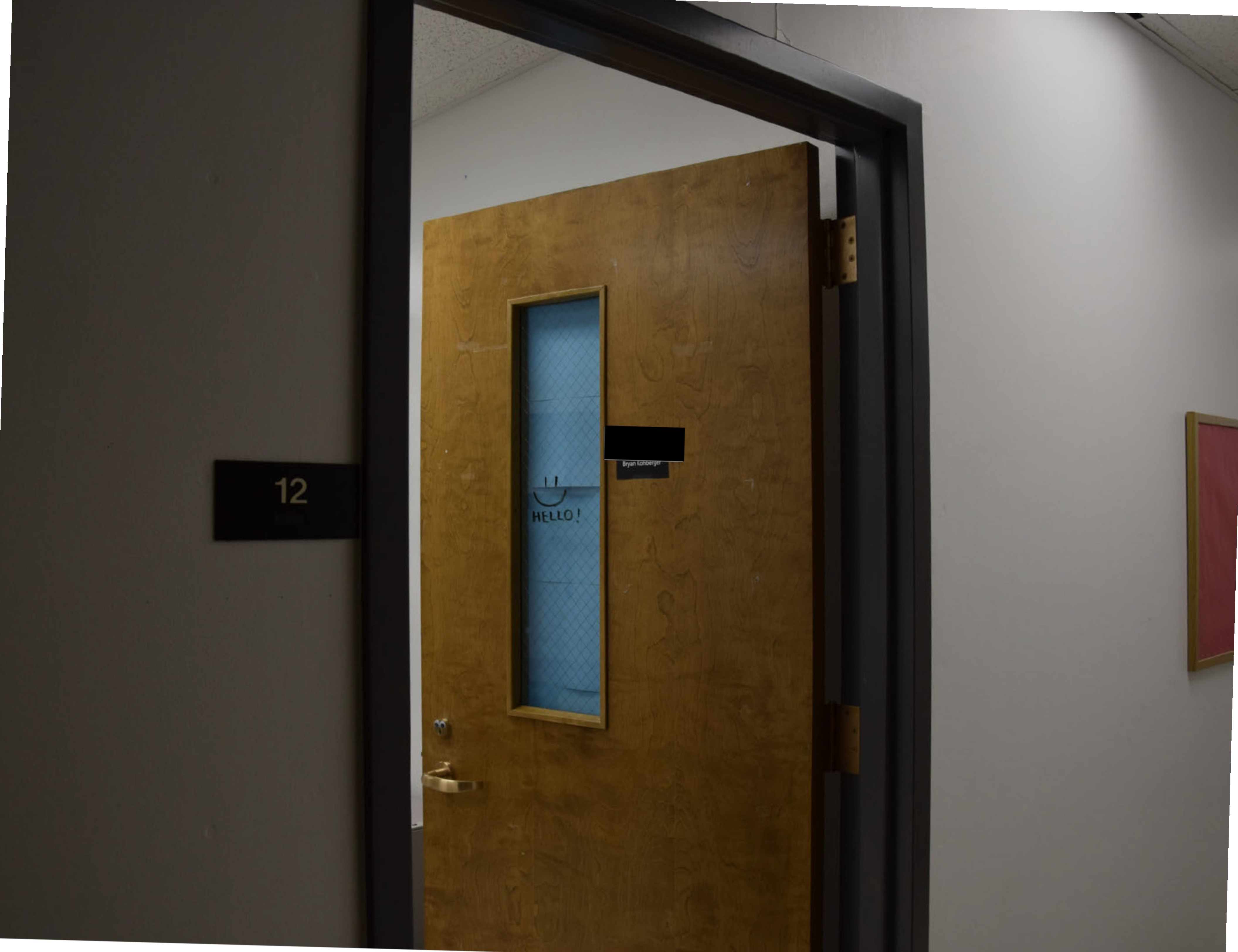
FRIGIDAIRE
PURE LIFE
PURE LIFE

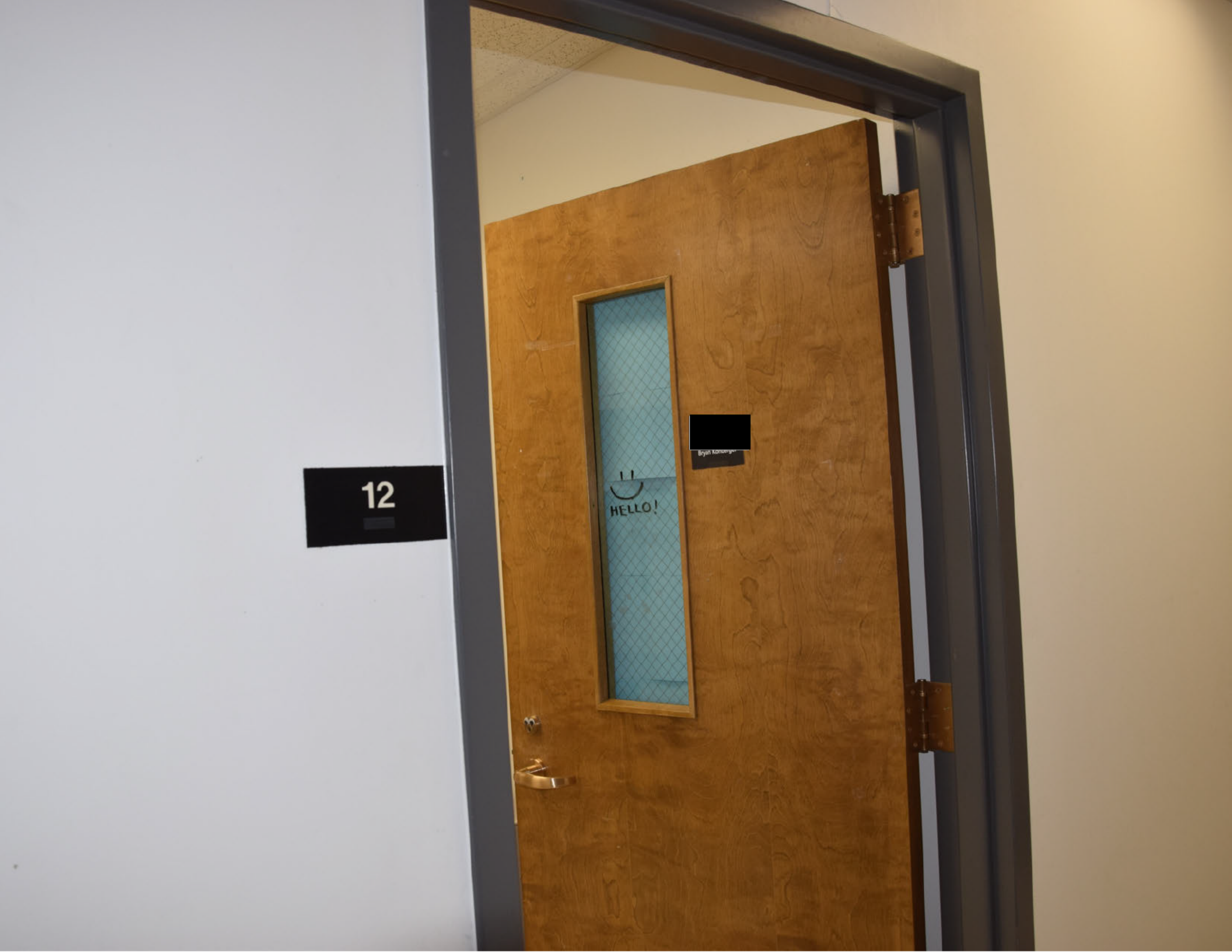

FRIGIDAIRE

PURE LIFE

PURE LIFE
IMPORTANT

BROAN


12
HELLO!
[redacted]
Bryan Kohberger



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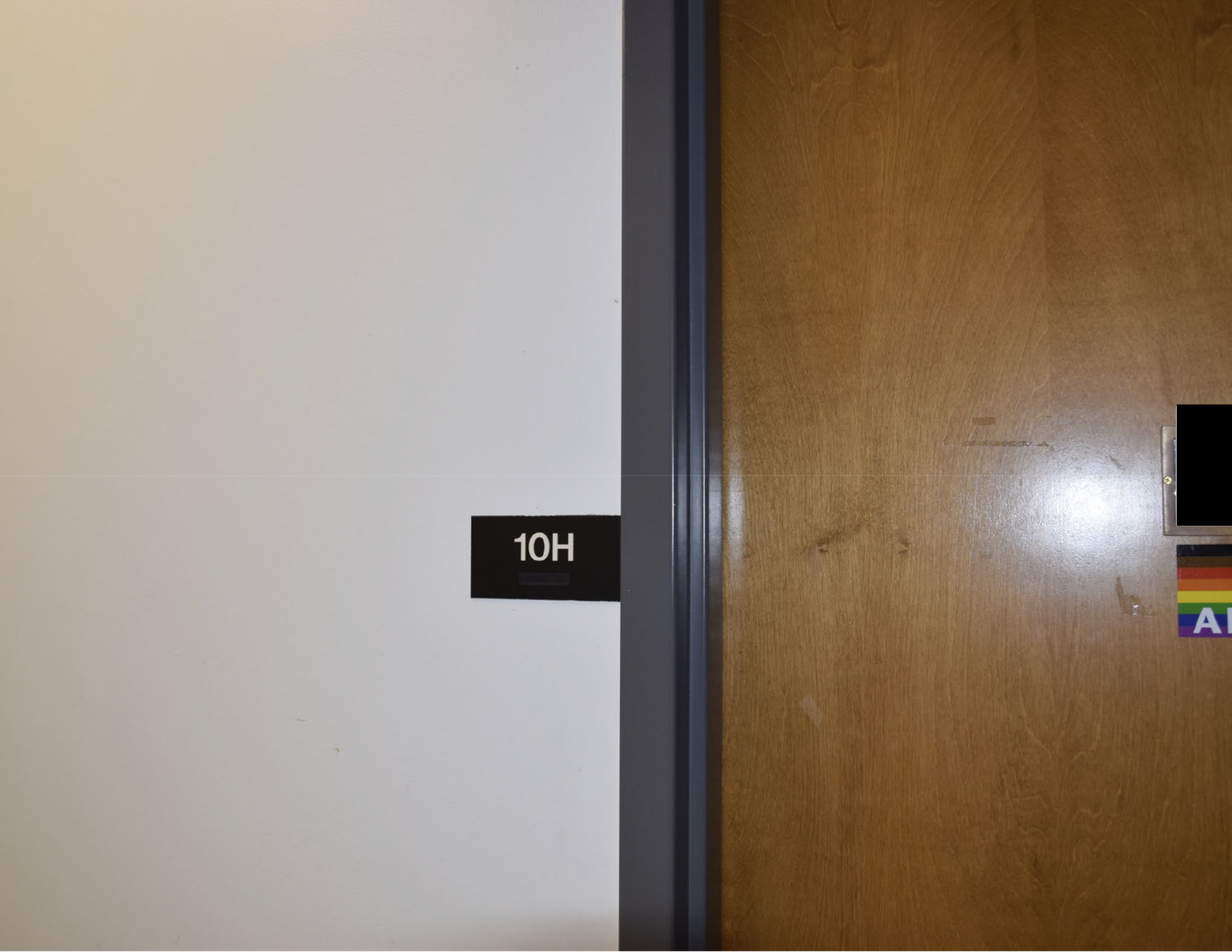
10G
ALLY



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STUDENT
HOURS
10J
ALLY

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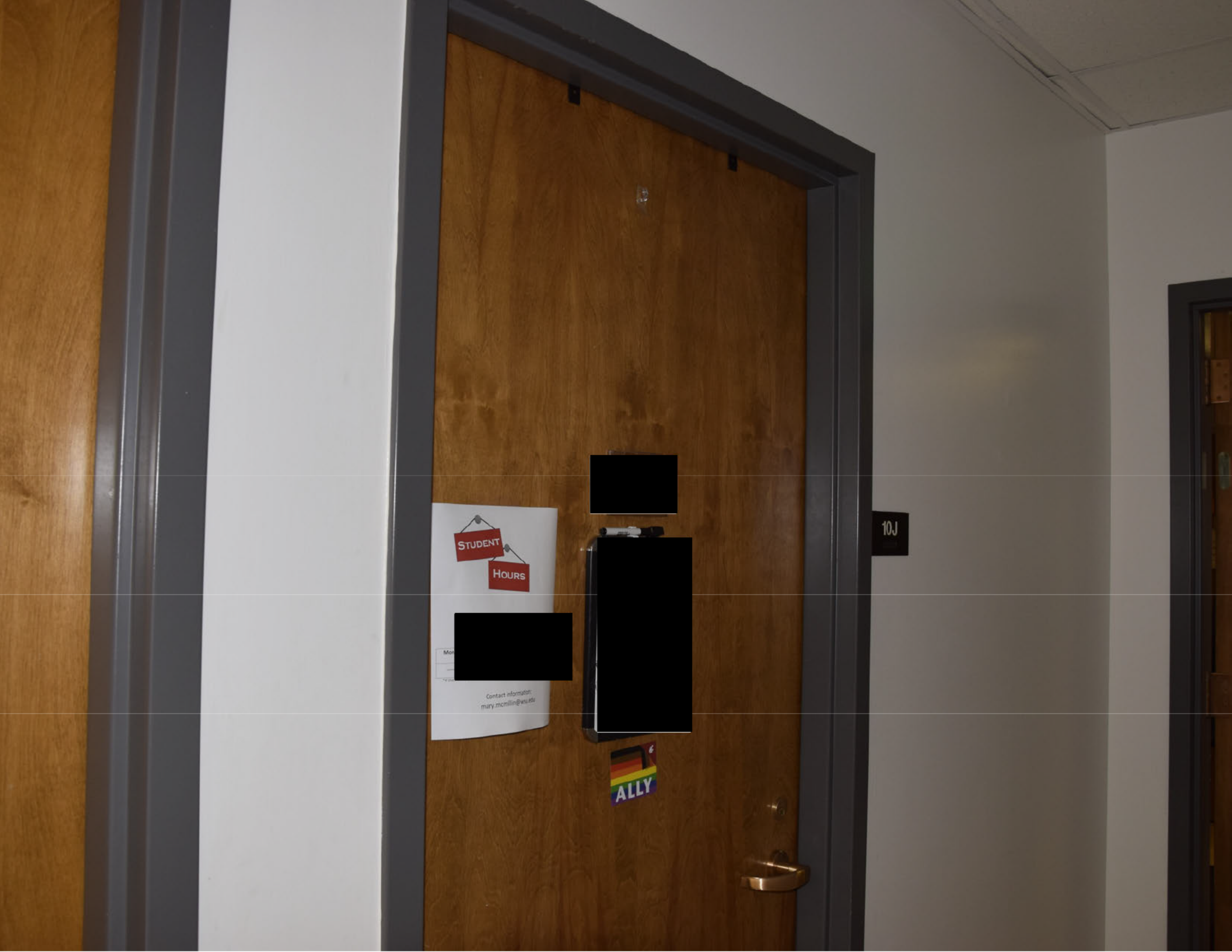
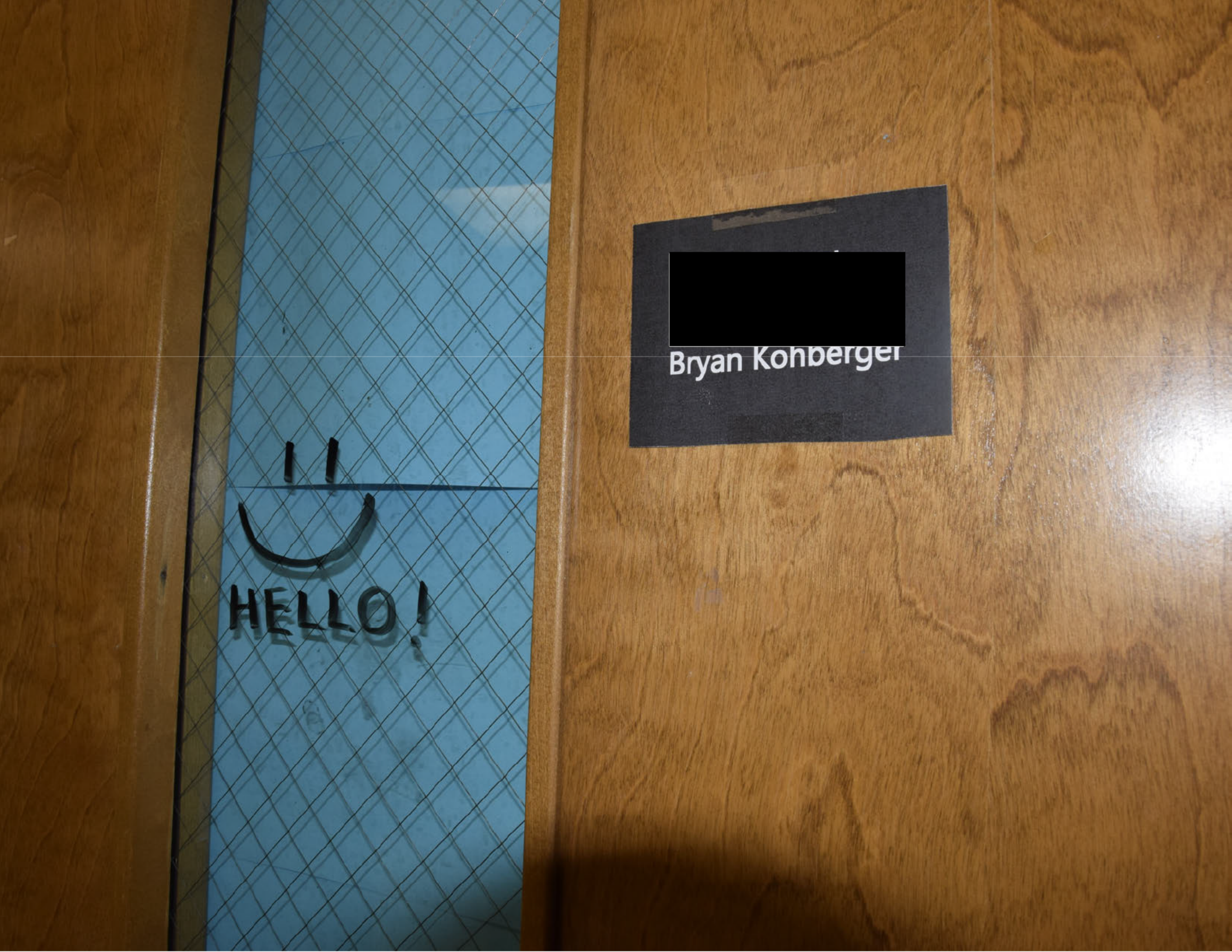

STUDENT
HOURS
Mon
Contact information:
mary.mcmillin@wsu.edu
10J
ALLY

[redacted]

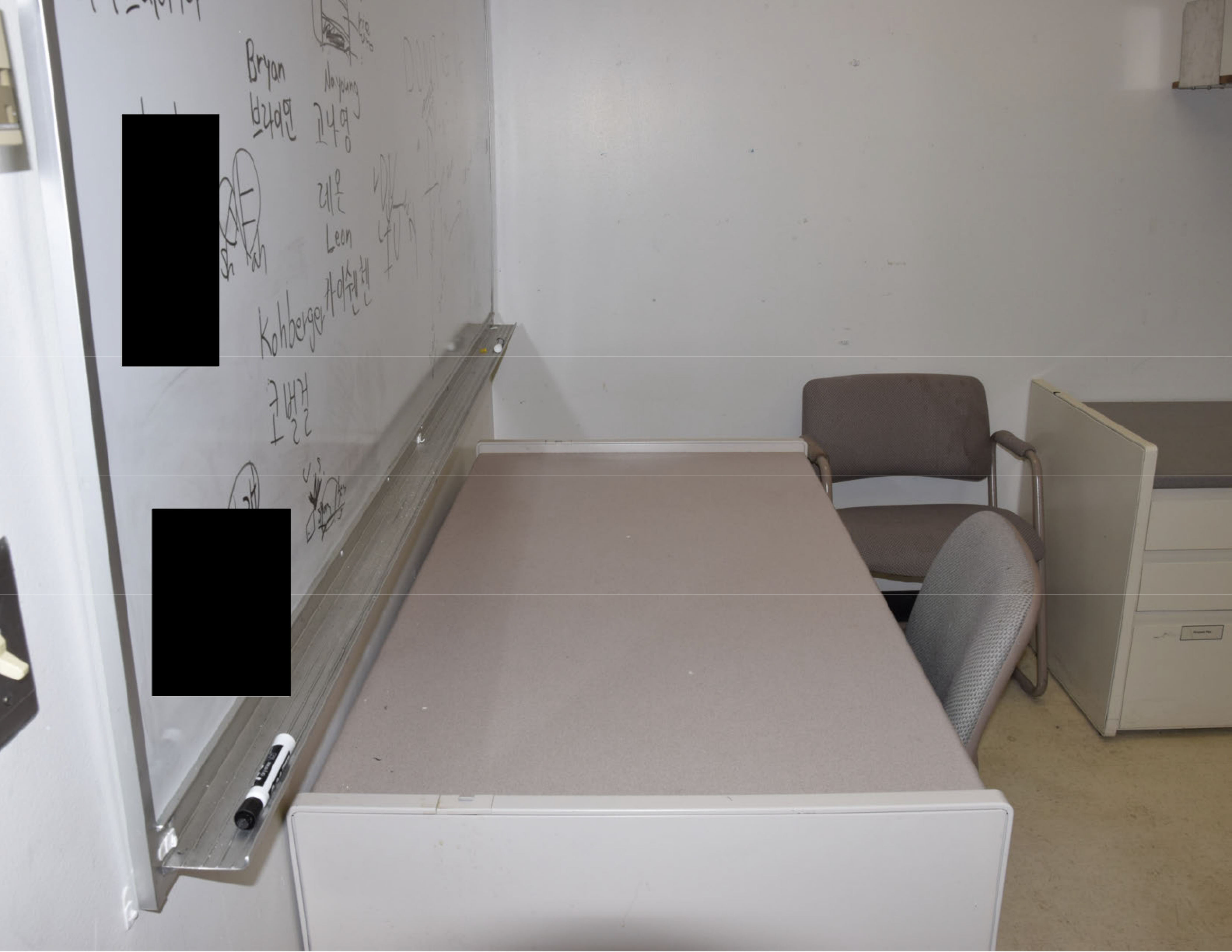
[redacted]

[redacted]

12


HELLO!
[redacted]
Bryan Kohberger

부대찌개
army


Bryan
브라이언
Nayoung
고나영
레온
Leon
Kohberger
카이쉔헨
코벌걸

[redacted]

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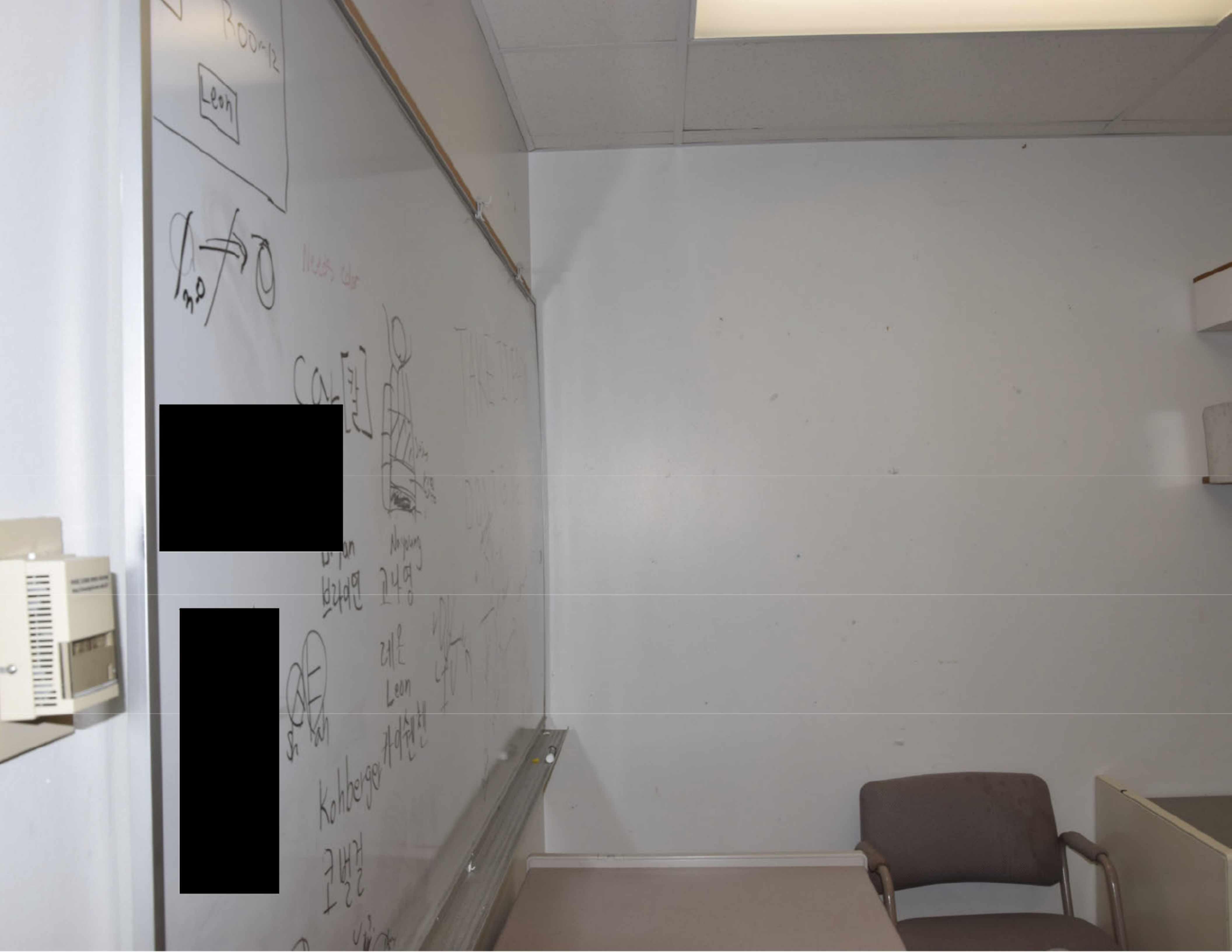
Room-12
Leon
Needs color
Cal [칼]
Nayoung
브라이언
고나영
레온
Leon
카이쉔천
Kohberger
코벌걸

[redacted]

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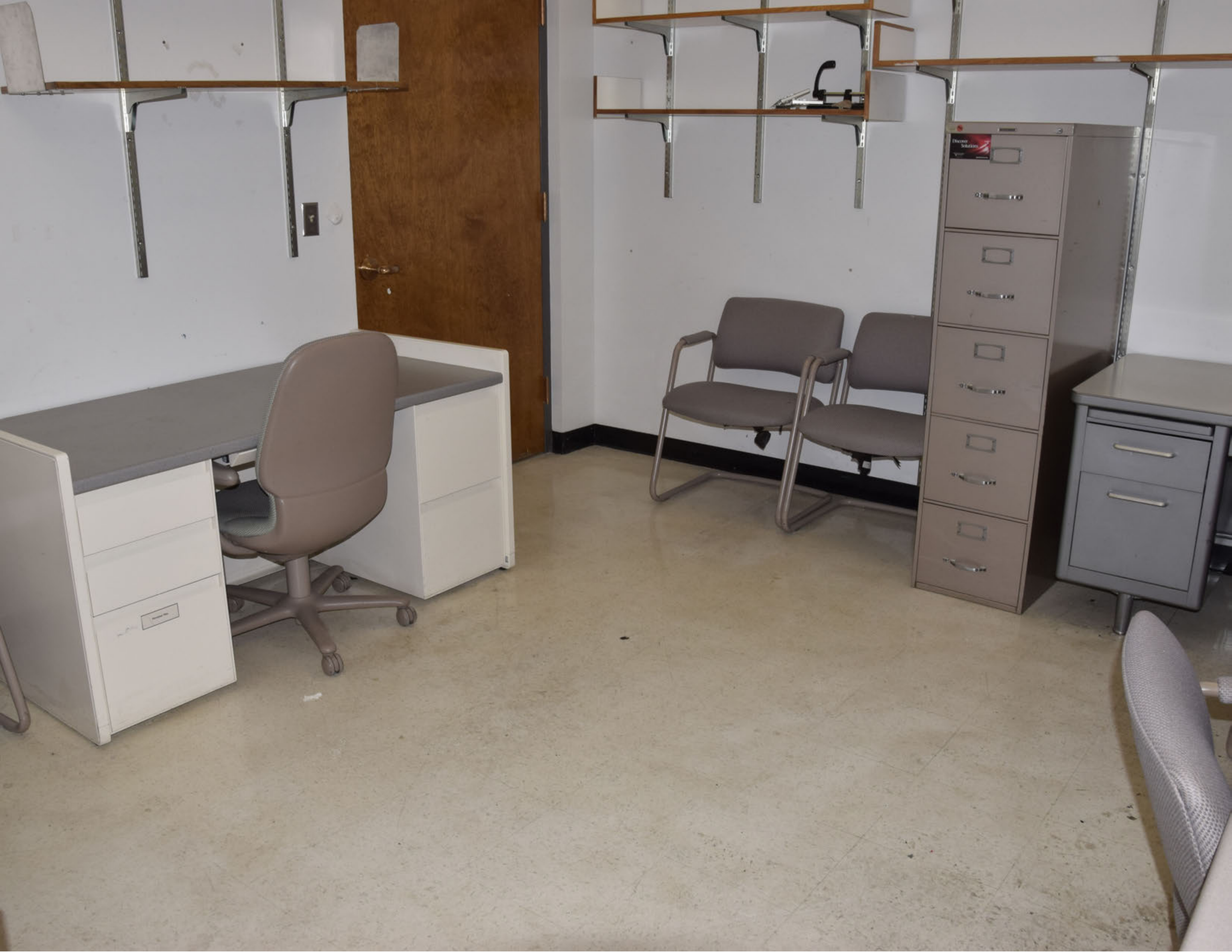
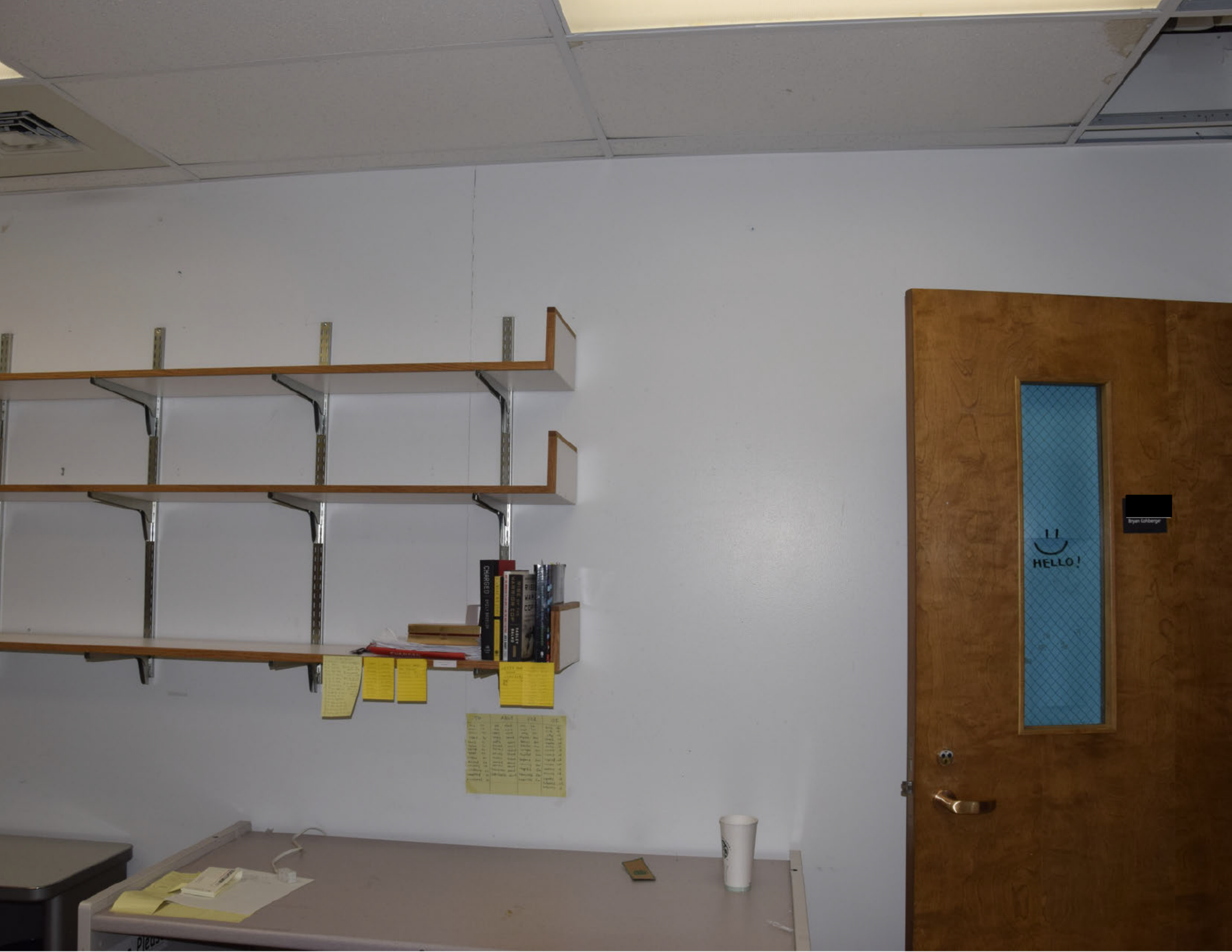
Discover Solutions


Discover Solutions

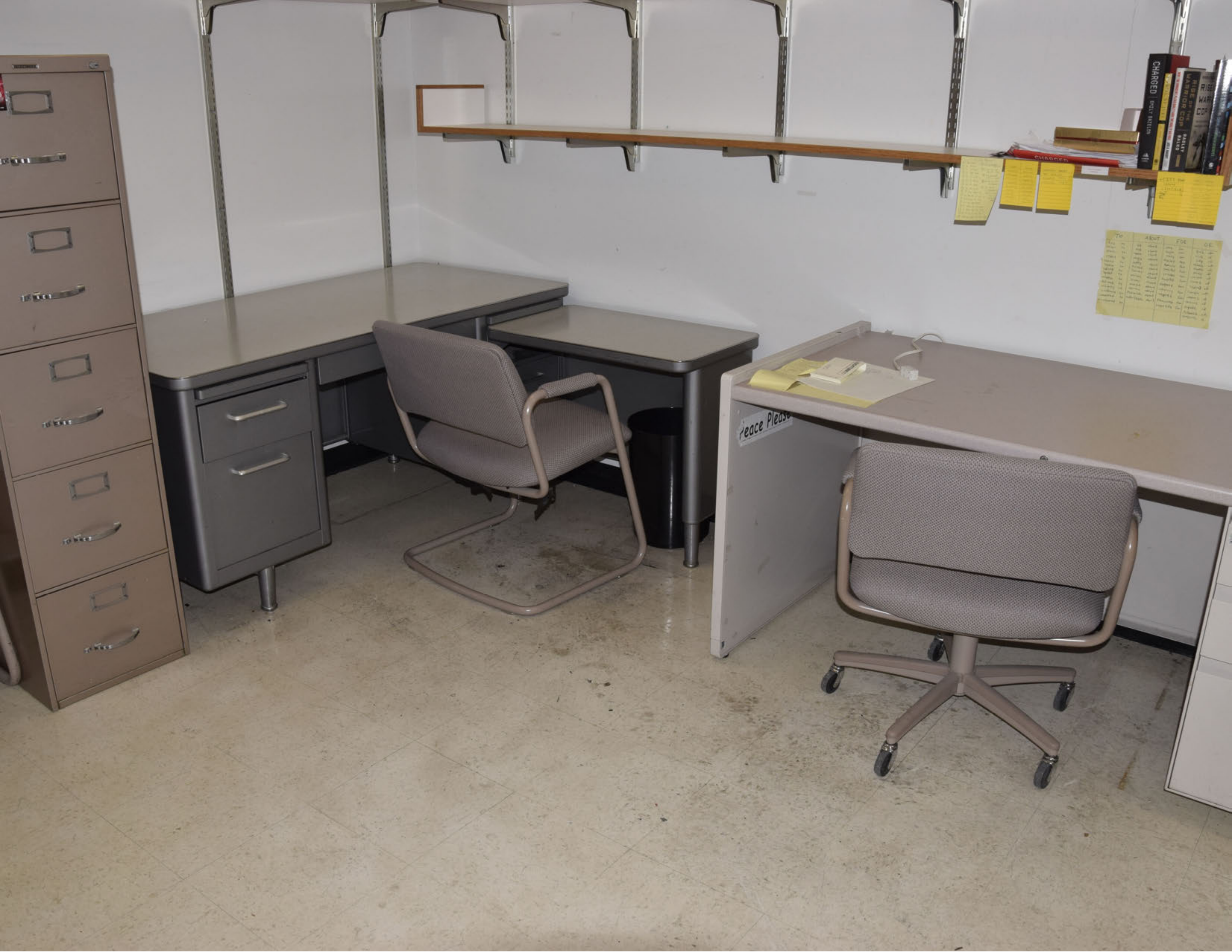
Research Methods in the SOCIAL

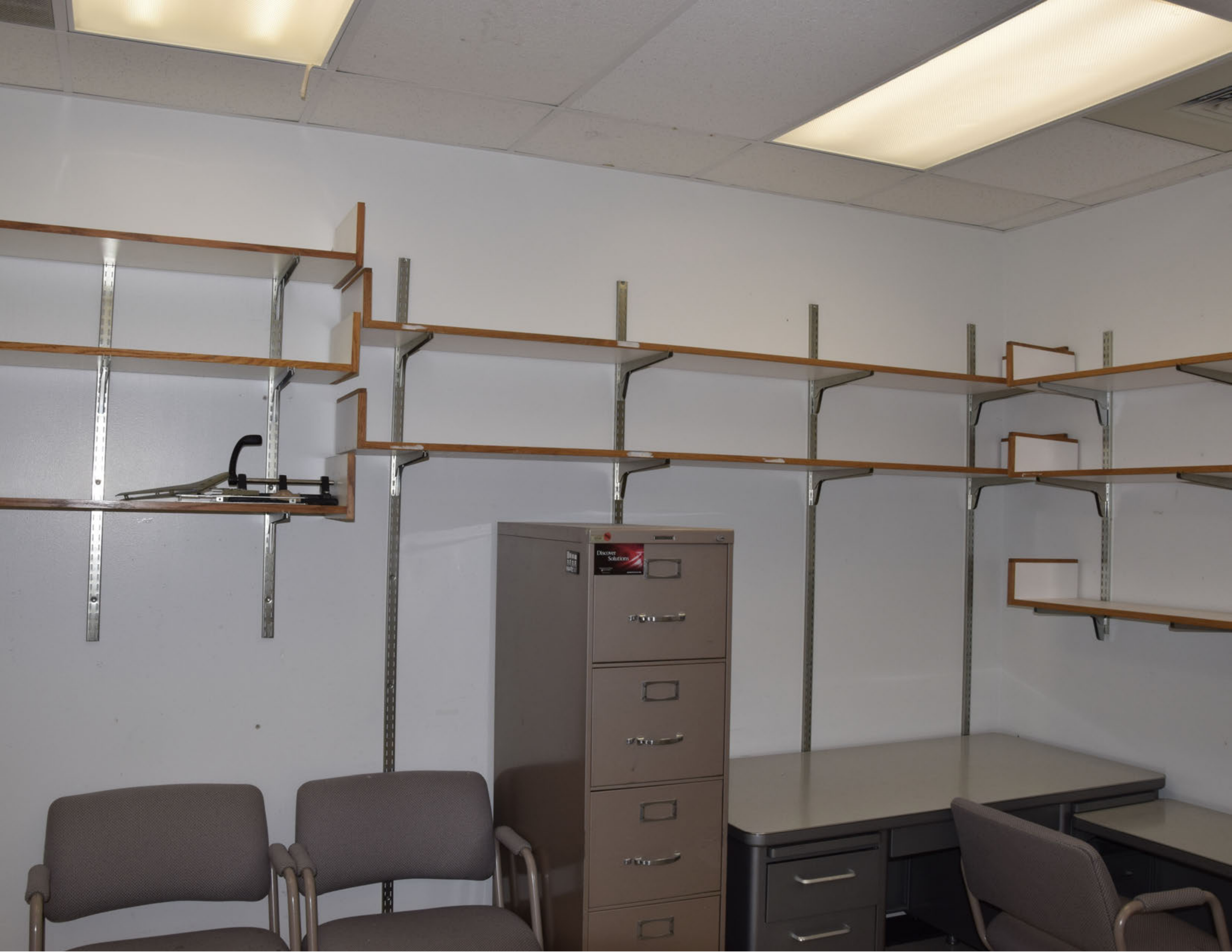

CHARGED
RISE OF THE WARRIOR COP
RADLEY BALKO
HELLO!
Bryan Kohberger

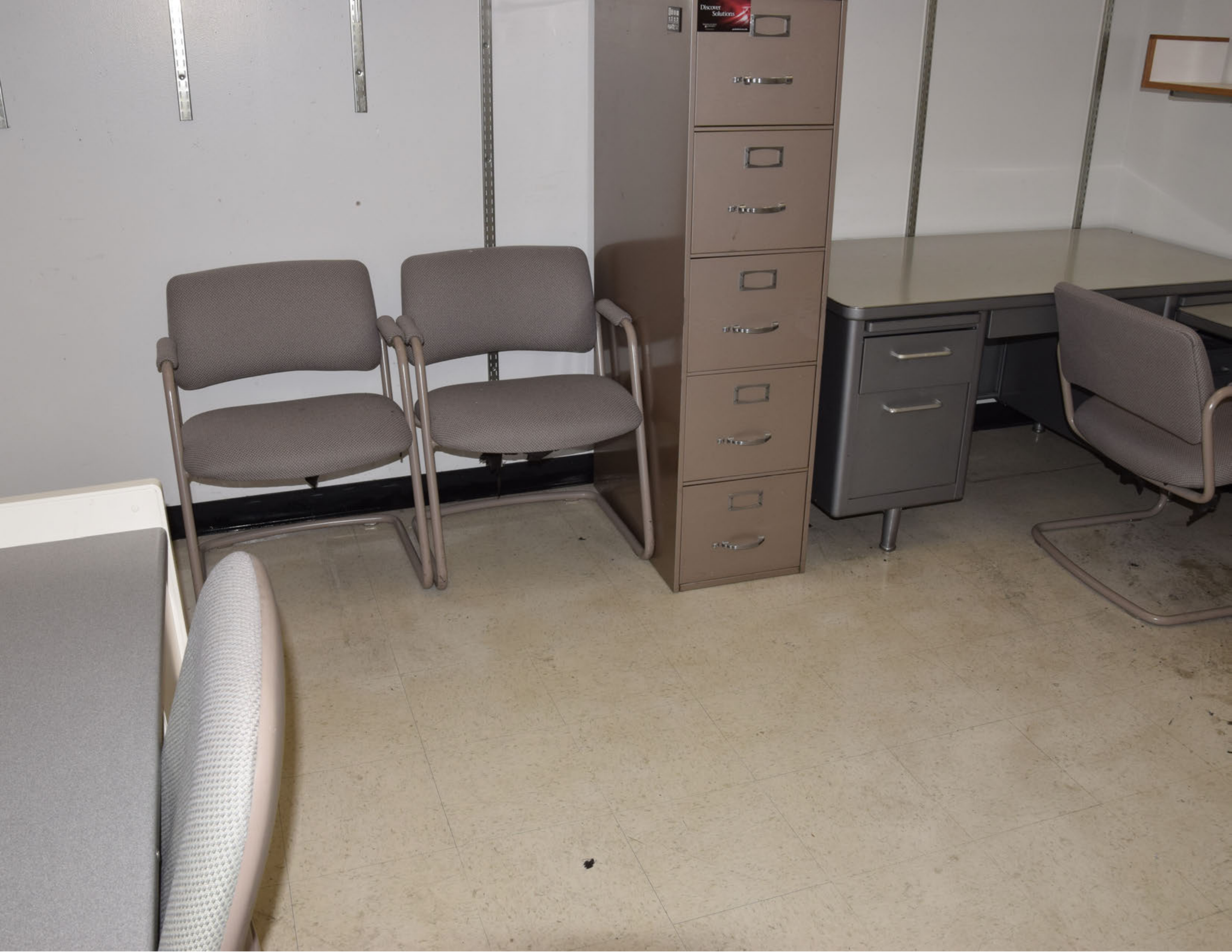
[redacted]

Peace Please

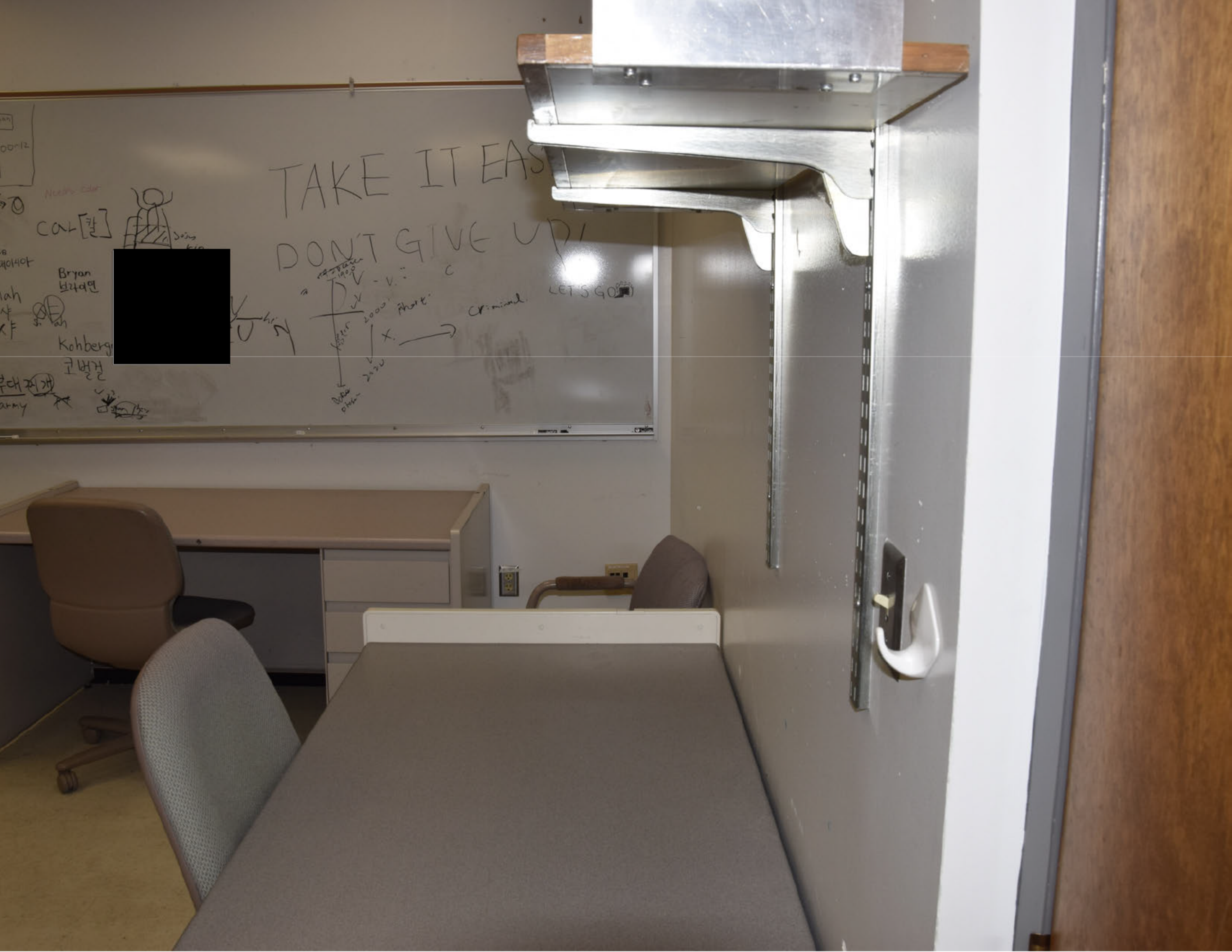
CHARGED
EMILY BAZELON
RISE OF THE WARRIOR COP
RADLEY BALKO
Peace Pleas


CHARGED
EMILY BAZELON
RISE OF THE WARRIOR COP
RADLEY BALKO
Peace Please

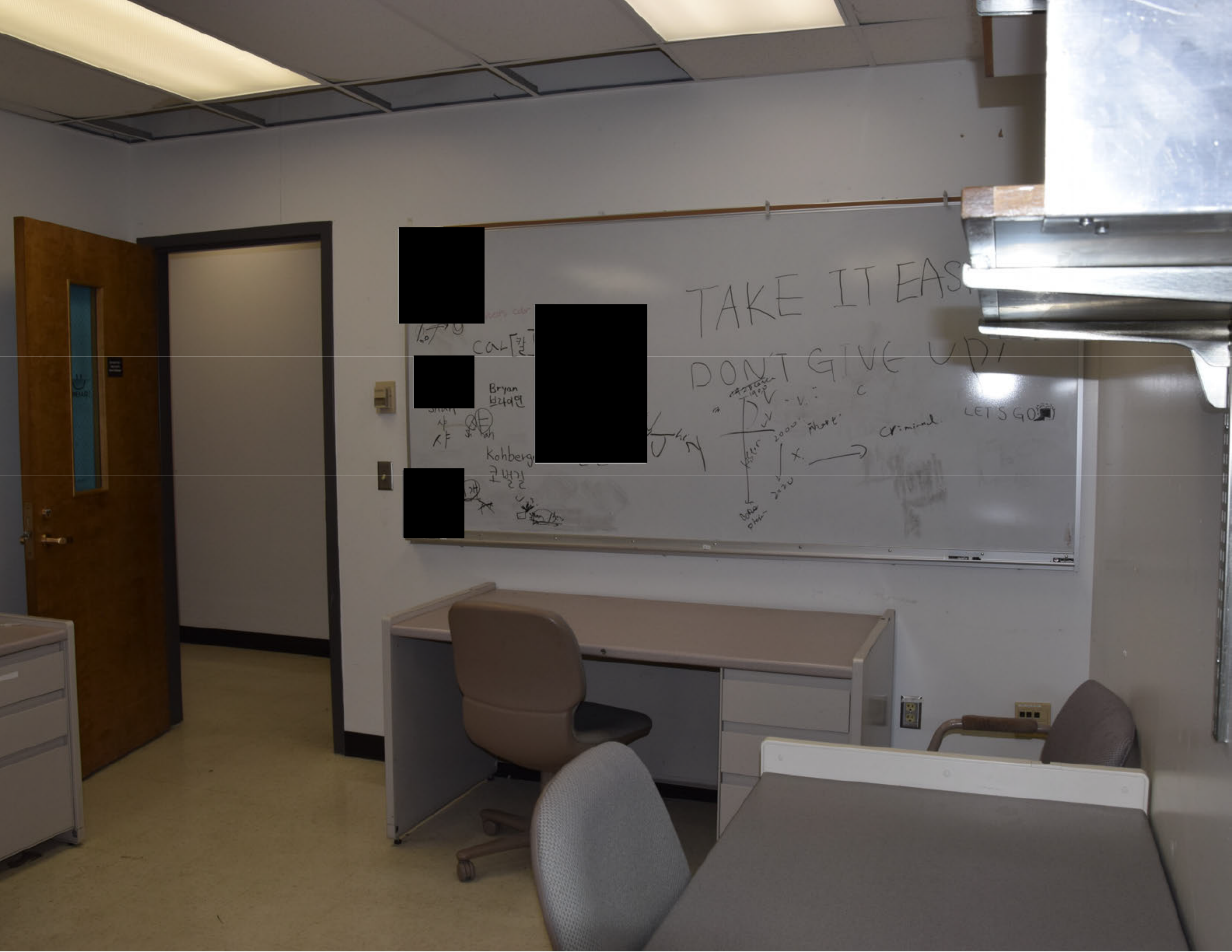

Discover Solutions


Discover Solutions

Discover Solutions


TAKE IT EAS
DON'T GIVE UP!
CAL [칼]
Bryan
브라이언
Kohberg
코벌걸
army
1900
2000
2020
short
x.
Criminal.
LET'S GO

[redacted]


[redacted]
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TAKE IT EAS
DON'T GIVE UP!
CAL[칼
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Kohberg
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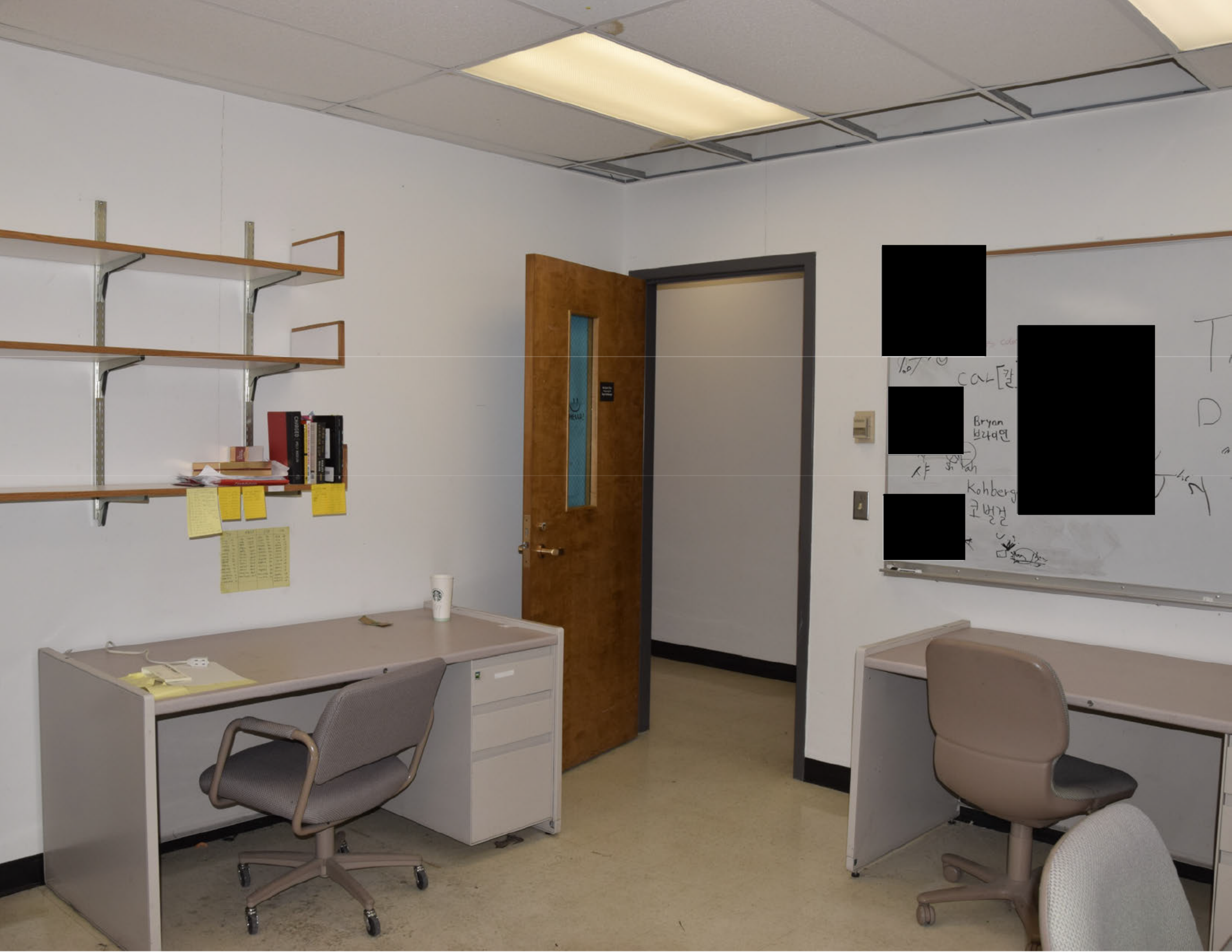
criminal
LET'S GO


Bryan
브라이언
Kohberg
코벌걸

[redacted]

[redacted]

[redacted]

[redacted]

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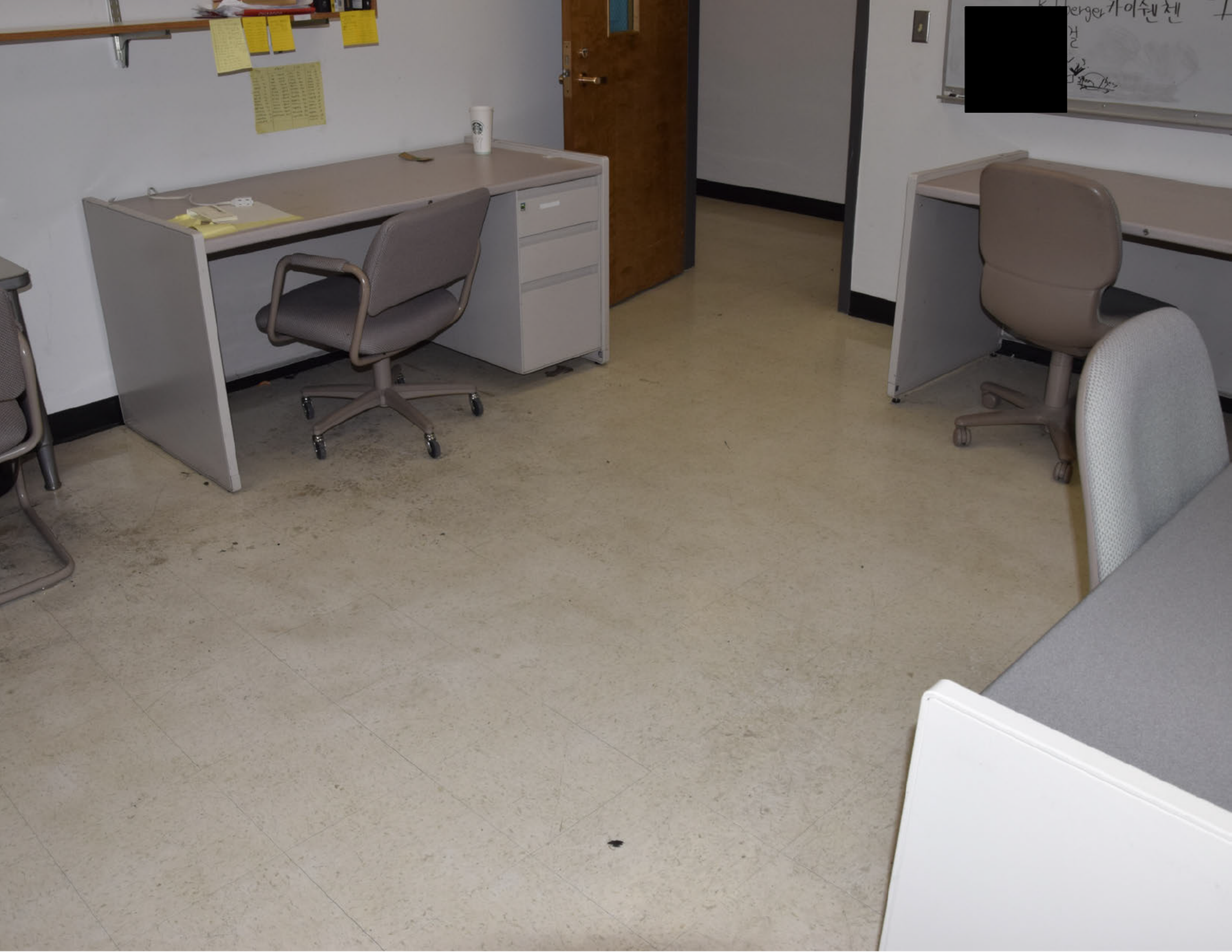
erger 가이쉔 첸
설

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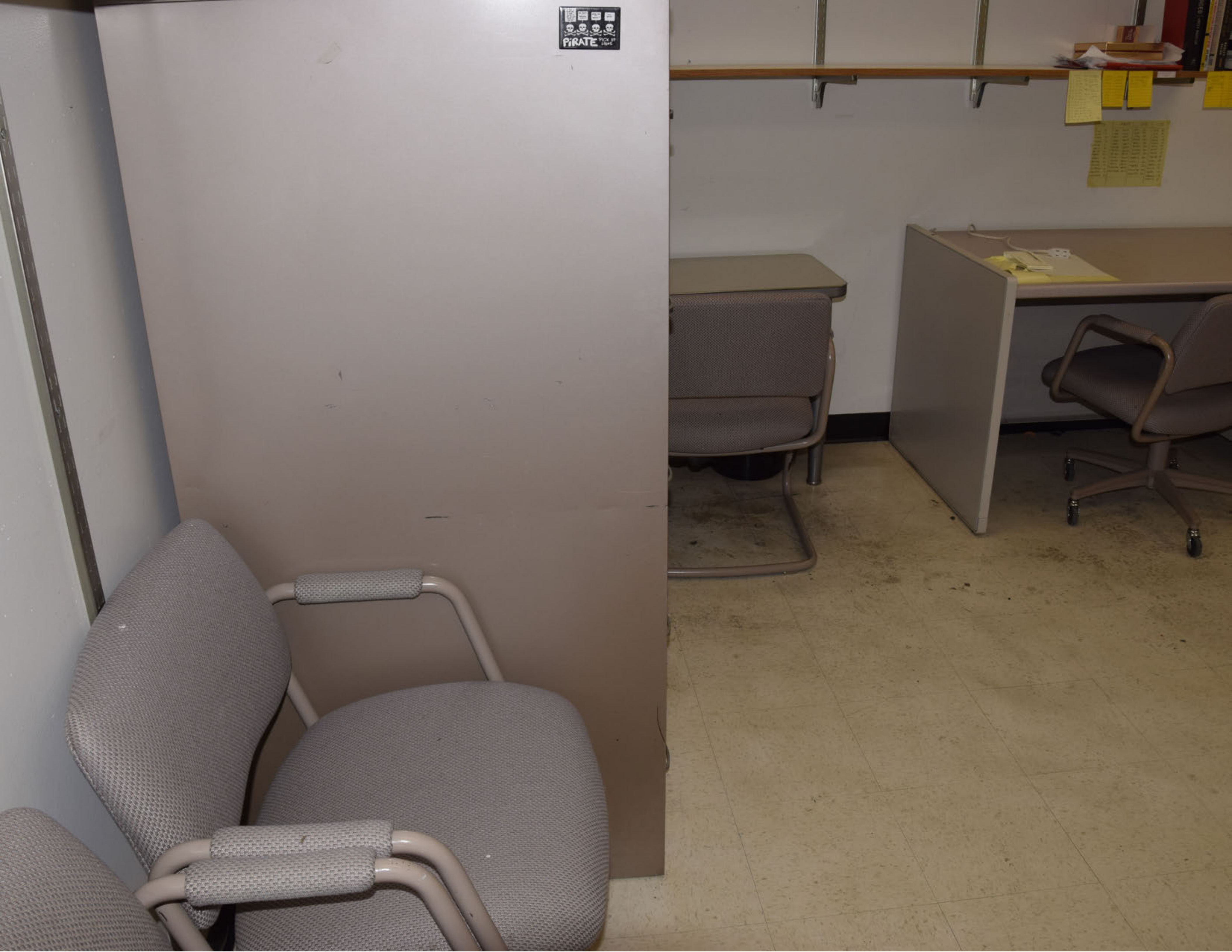
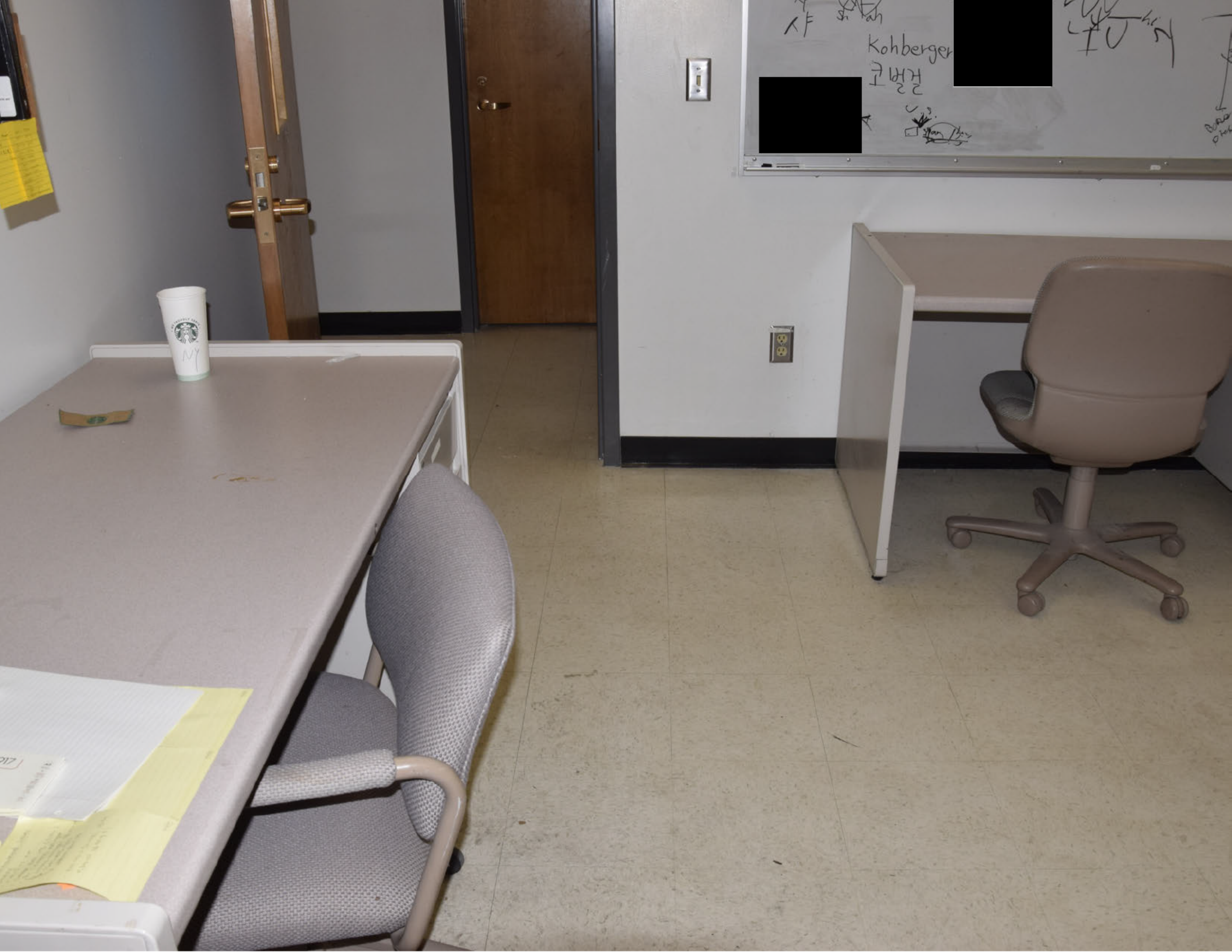
PIRATE


PiRATE
PICK UP LINES


Kohberger
코벌걸
NY

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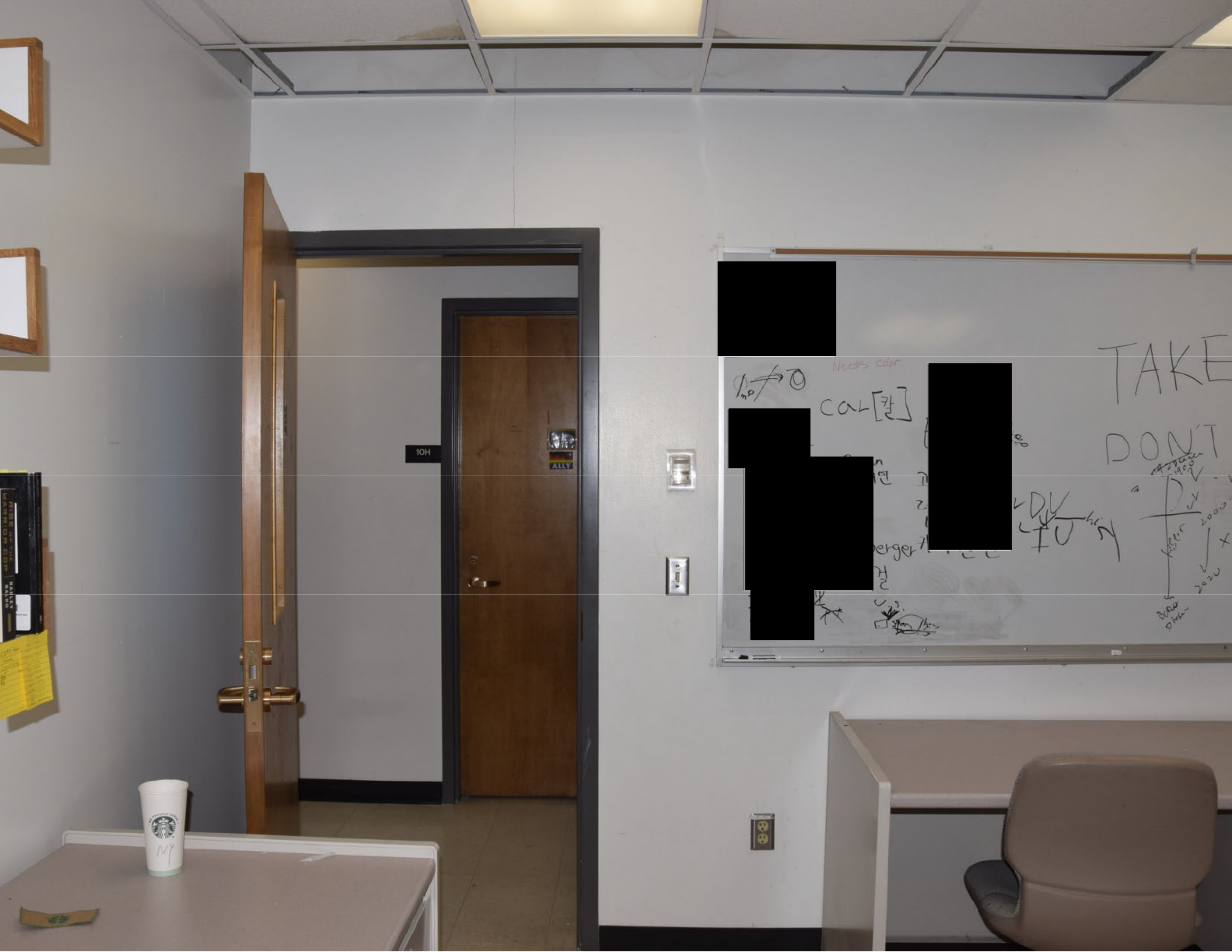
10H
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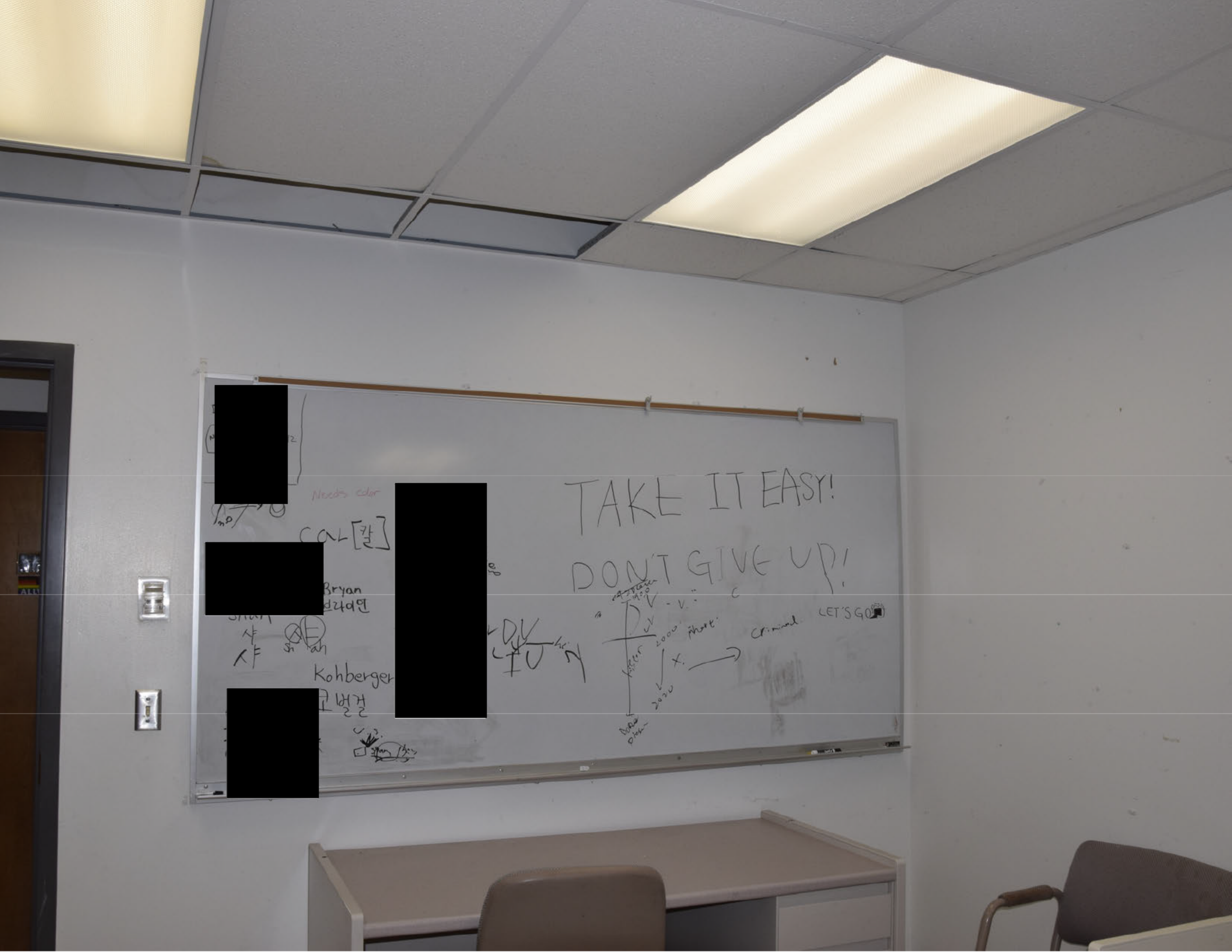
RISE OF THE WARRIOR COP
RADLEY BALKO
Needs Color
CAL[칼]
TAKE
DON'T

[redacted]

[redacted]

[redacted]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Needs color
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[redacted]
Bryan
브라이언
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Sh ah
Kohberger
고벌걸
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TAKE IT EASY!
DON'T GIVE UP!
1900
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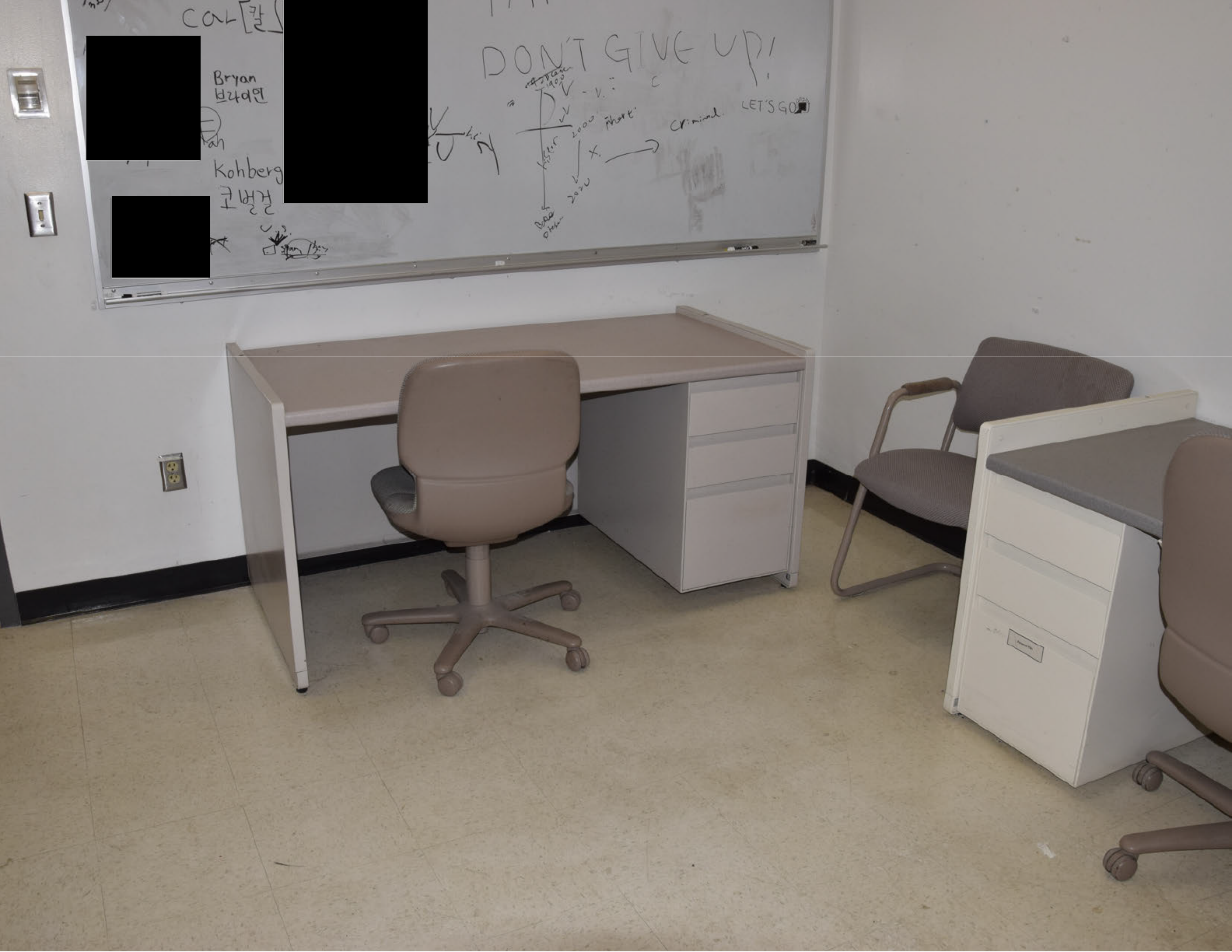
2020
Killer
Born
short
Criminal
LET'S GO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CAL[칼
Bryan
브라이언
Kohberg
코벌걸
DON'T GIVE UP!
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Short
Criminal
LET'S GO

KE IT EASY!
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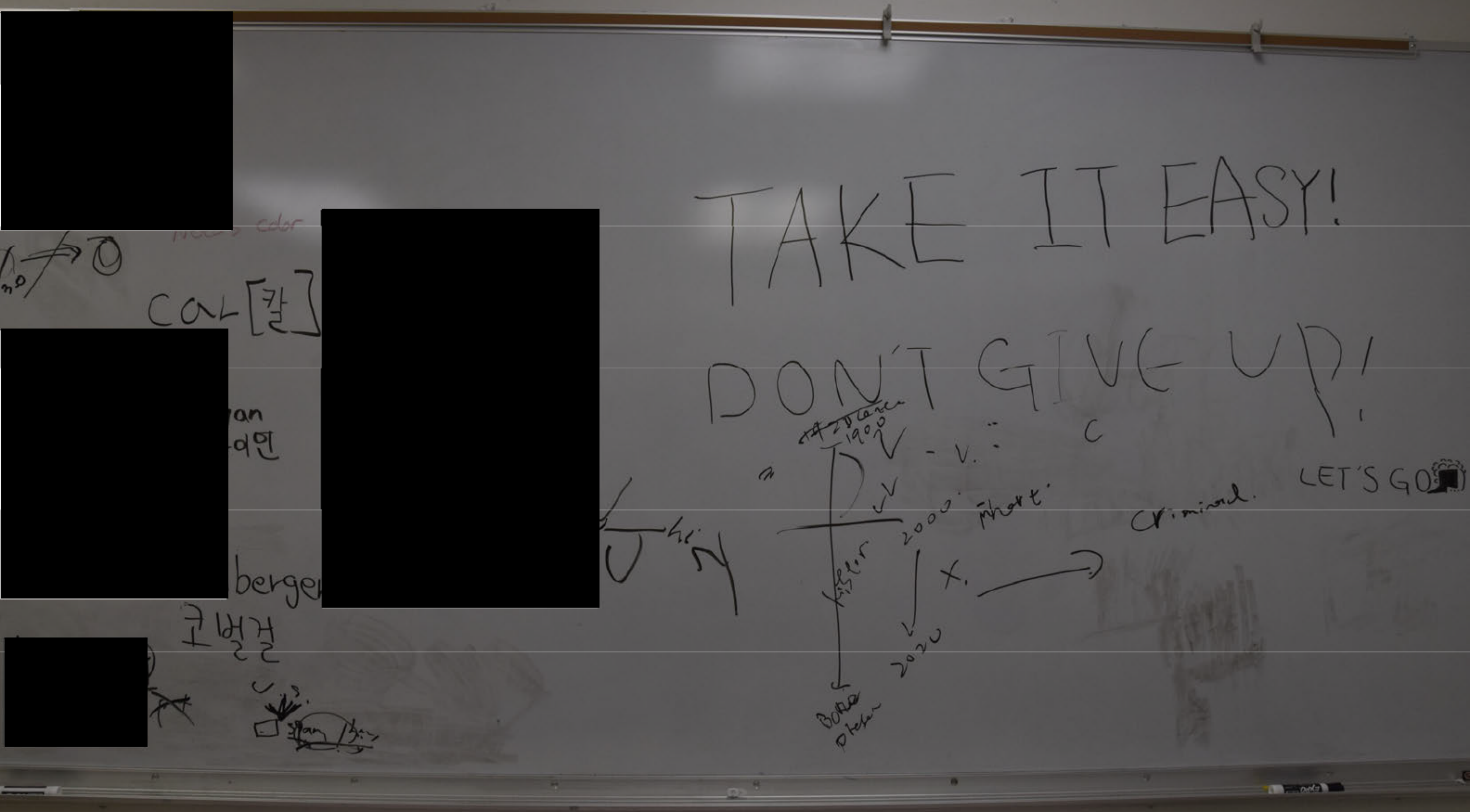
Criminal.
LET'S GO[redacted]
X.
2020

Discover
Solutions

Discover
Solutions


TAKE IT EASY!
DON'T GIVE UP!
LET'S GO
CAL[칼]
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Criminal.

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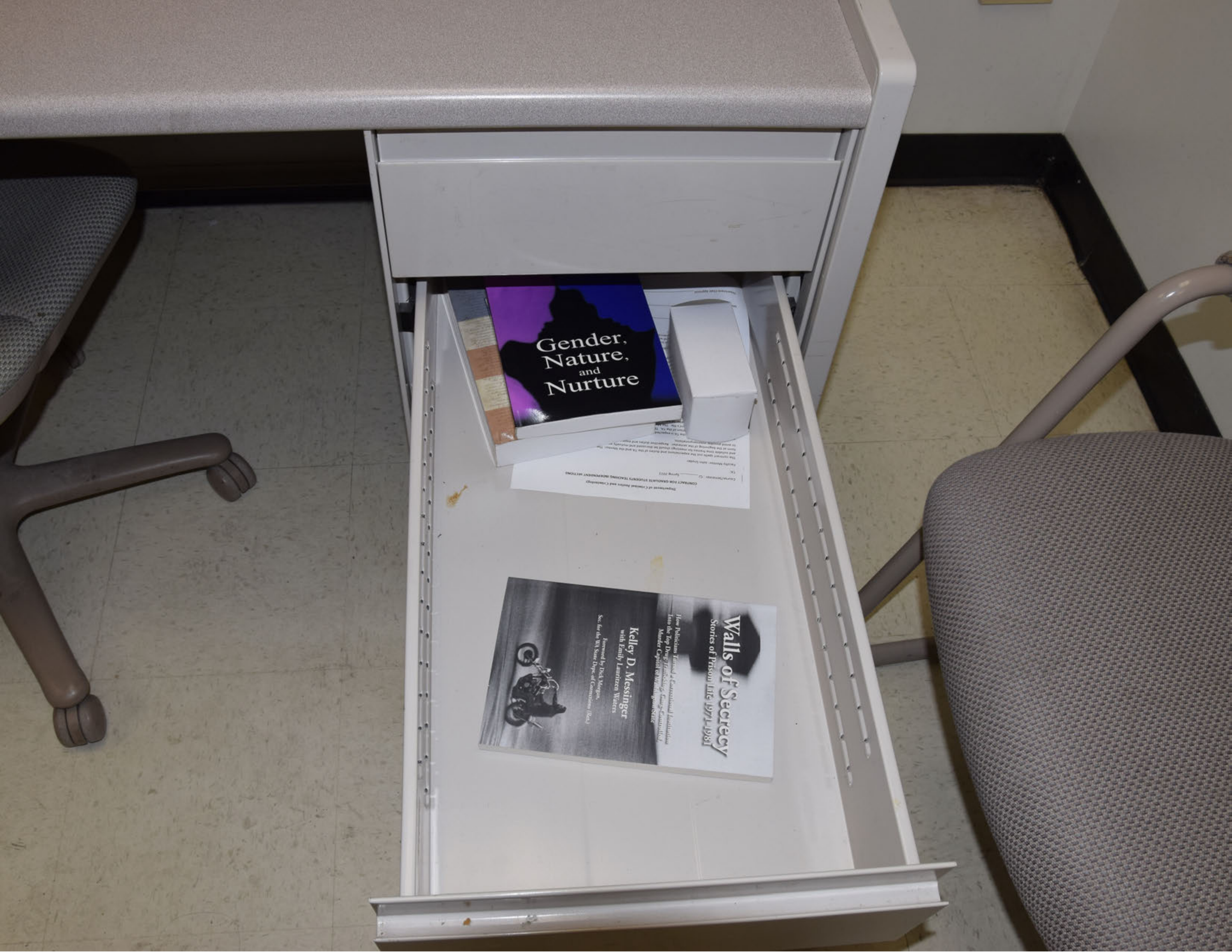
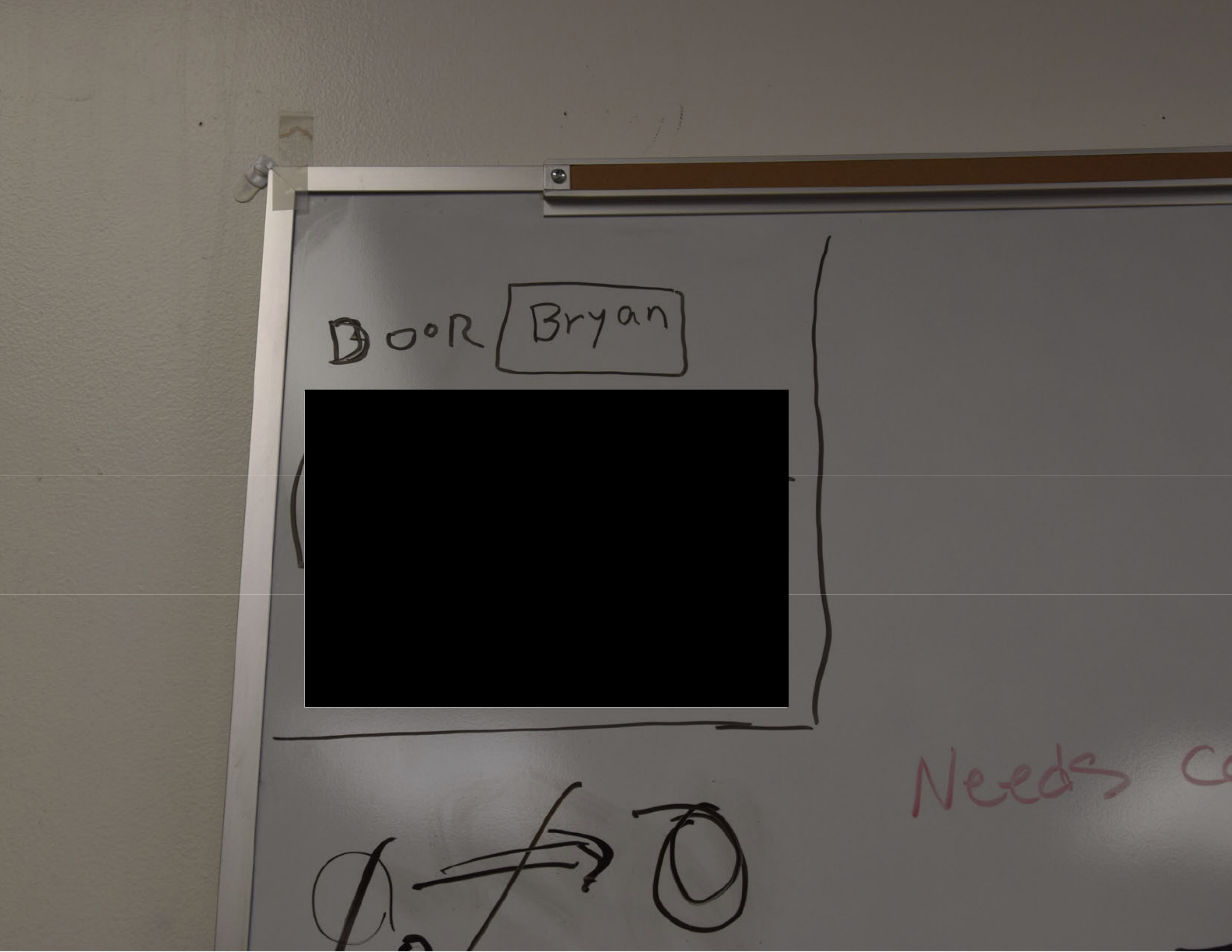

Gender, Nature, and Nurture
Walls of Secrecy
Stories of Prison Life 1971-1981
How Politicians Turned a Correctional Institution Into the Top Drug Trafficking, Gang-Controlled, Murder Capitol of Washington State
Kelley D. Messinger
with Emily Lauritzen Waters
Foreword by Dick Morgan,
Sec. for the WA State Dept. of Corrections (Ret.)

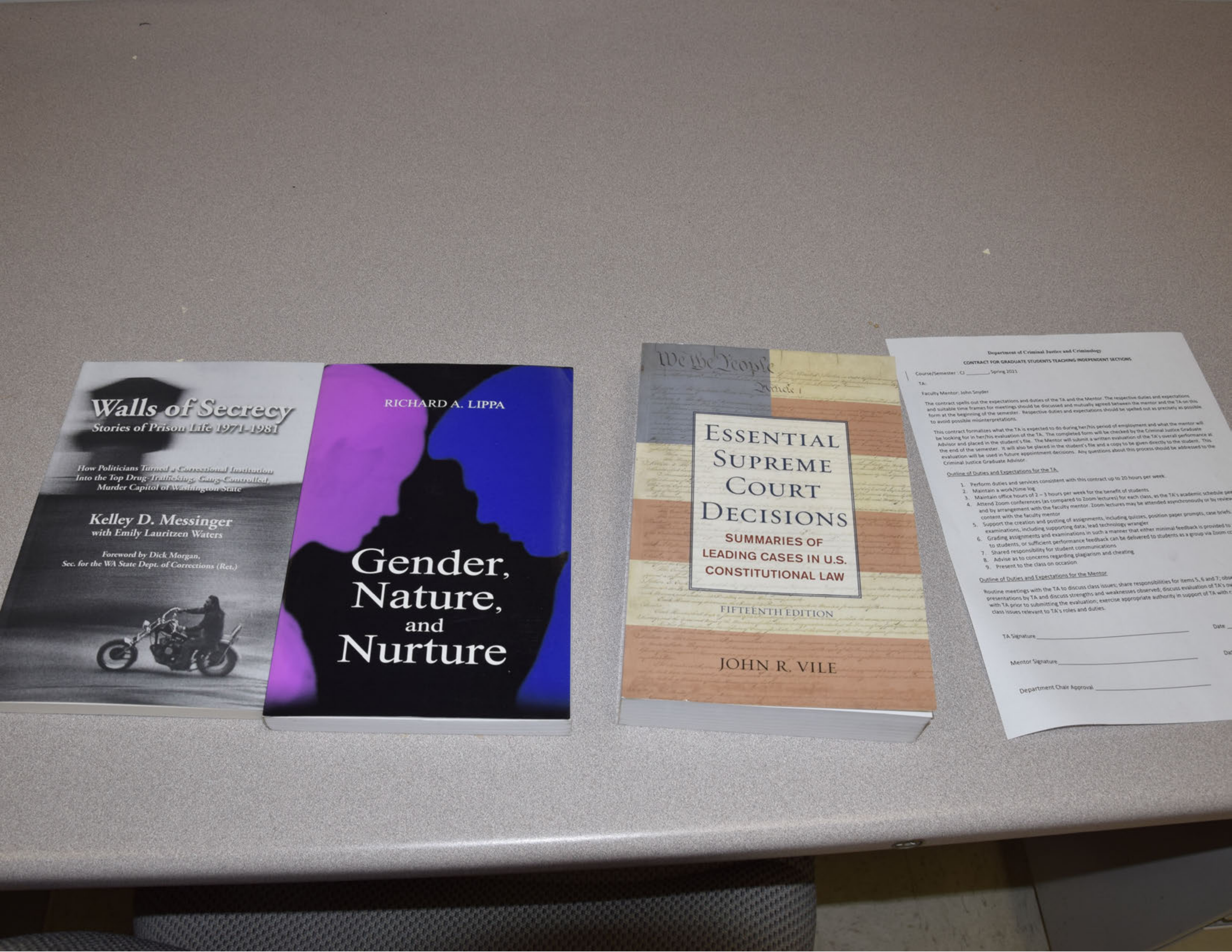
Pendaflex



DOOR Bryan

[redacted]

Needs c


Walls of Secrecy
Stories of Prison Life 1971-1981
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Kelley D. Messinger
with Emily Lauritzen Waters
Foreword by Dick Morgan,
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RICHARD A. LIPPA
Gender, Nature, and Nurture
We the People
Article I
ESSENTIAL SUPREME COURT DECISIONS
SUMMARIES OF LEADING CASES IN U.S. CONSTITUTIONAL LAW
FIFTEENTH EDITION
JOHN R. VILE

Department of Criminal Justice and Criminology

CONTRACT FOR GRADUATE STUDENTS TEACHING INDEPENDENT SECTIONS

Course/Semester : CJ ________, Spring 2021

TA:

Faculty Mentor: John Snyder

The contract spells out the expectations and duties of the TA and the Mentor. The respective duties and expectations and suitable time frames for meetings should be discussed and mutually agreed between the mentor and the TA on this form at the beginning of the semester. Respective duties and expectations should be spelled out as precisely as possible to avoid possible misinterpretations.

This contract formalizes what the TA is expected to do during her/his period of employment and what the mentor will be looking for in her/his evaluation of the TA. The completed form will be checked by the Criminal Justice Graduate Advisor and placed in the student's file. The Mentor will submit a written evaluation of the TA's overall performance at the end of the semester. It will also be placed in the student's file and a copy to be given directly to the student. This evaluation will be used in future appointment decisions. Any questions about this process should be addressed to the Criminal Justice Graduate Advisor.

Outline of Duties and Expectations for the TA

1. Perform duties and services consistent with this contract up to 20 hours per week.
2. Maintain a work/time log
3. Maintain office hours of 2 – 3 hours per week for the benefit of students
4. Attend Zoom conferences (as compared to Zoom lectures) for each class, as the TA's academic schedule pe
   and by arrangement with the faculty mentor. Zoom lectures may be attended asynchronously or by review
   content with the faculty mentor
5. Support the creation and posting of assignments, including quizzes, position paper prompts, case briefs,
   examinations, including supporting data; lead technology wrangler
6. Grading assignments and examinations in such a manner that either minimal feedback is provided to
   to students, or sufficient performance feedback can be delivered to students as a group via Zoom co
7. Shared responsibility for student communications
8. Advise as to concerns regarding plagiarism and cheating
9. Present to the class on occasion

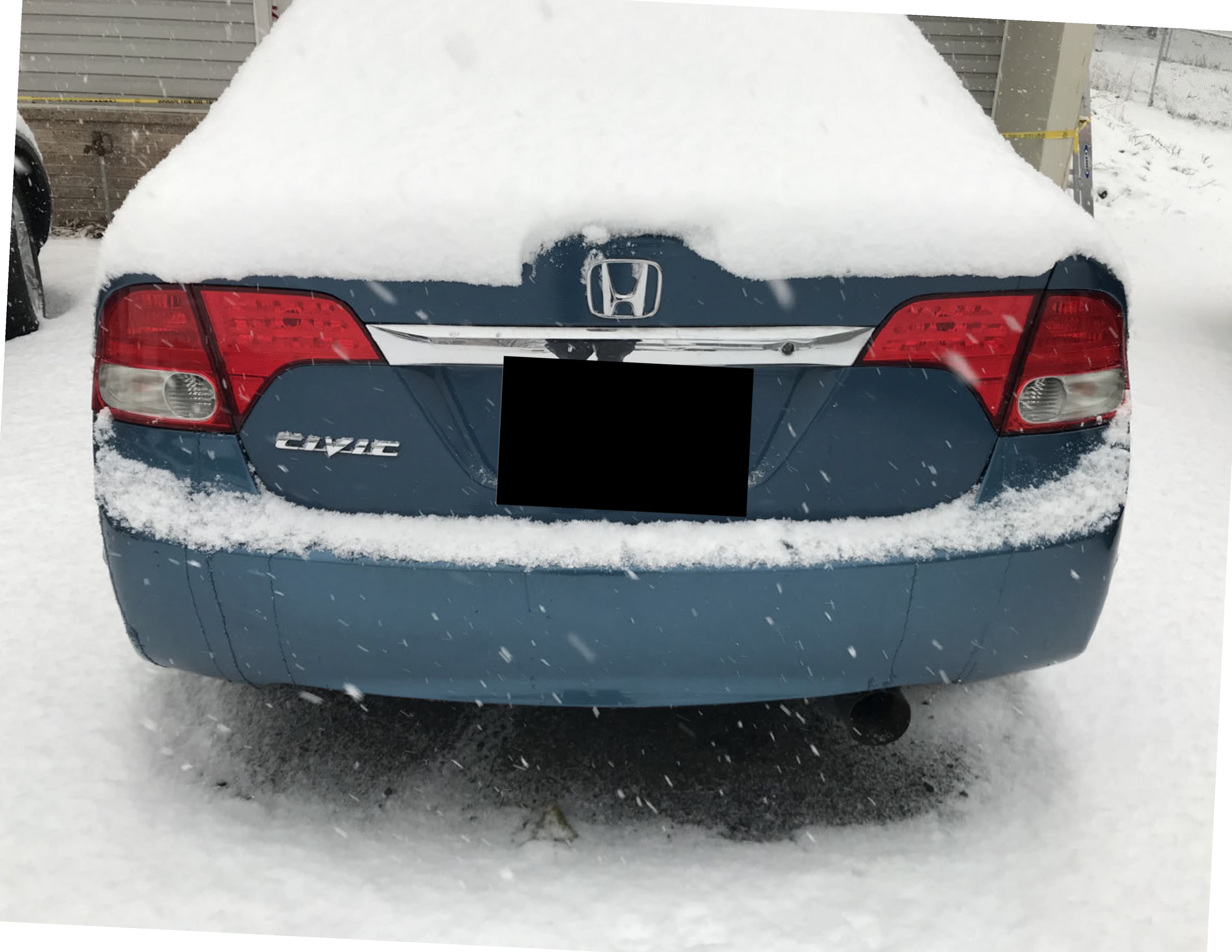
Outline of Duties and Expectations for the Mentor

Routine meetings with the TA to discuss class issues; share responsibilities for items 5, 6 and 7; obs
presentations by TA and discuss strengths and weaknesses observed; discuss evaluation of TA's ov
with TA prior to submitting the evaluation; exercise appropriate authority in support of TA with r
class issues relevant to TA's roles and duties.

TA Signature ______________________ Date

Mentor Signature ______________________ Da

Department Chair Approval ______________________



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Pioneer
+
-
MUTE
DISP
A/C
MAX A/C

RANGE ROVER
EVOQUE
LAND ROVER

[redacted]

MODE
AUDIO VIDEO
NAV
PHONE
LAND ROVER
HOME MENU
SETUP
AUTO
A/C
AUTO
MAN
MAX
R
F
ECO
OFF
P R N D S

[redacted]

TONE
AS
BACK
MENU SEL
CLOCK
INFO
FAV
CONFIG
SRCE
1
2
3
4
5
6
PASSENGER AIR BAG
OFF
P

SAHARA
WRANGLER
UNLIMITED

KENWOOD
Jeep
AUTO
AUTO
AUTO PUSH
60 66 72 78 84
A/C PUSH
AUTO PUSH
Jeep

Ford
EXPLORER
LIMITED

[redacted]

PASSENGER AIRBAG
SONY
A/C
MAX A/C
DUAL
TUNE
VOL
CLIMATE
TEMP
SEEK
TEMP
AUTO
MAX
SOUND
ENGINE START/STOP